

University of KwaZulu- Natal

**Analysing the nursing students' perceptions with regards to
academic dishonesty at selected university in KwaZulu-Natal**

By

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2017

Analysing the nursing students' perceptions with regards to academic dishonesty at selected university in KwaZulu-Natal

A dissertation submitted to the School of Nursing and Public Health,

College of Health Sciences, University of KwaZulu-Natal in fulfilment of the requirement for Master's Degree in Full Research

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2017

Declaration

I, Mosimotsana Jeanett Maloka, declare that this dissertation titled “**Analysing the nursing students’ perceptions with regards to academic dishonesty at selected university in KwaZulu-Natal**”, is my original work. It has never been submitted before for any other purpose or at any other University than the University of KwaZulu-Natal , South Africa, for partial fulfilment of a Master’s Degree in Full Research. I further declare that all sources cited have been acknowledged by means of referencing.

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Date.....

Dedication

This work is dedicated to you my late father, Pabi Maloka for your love, education and advice. It is also dedicated to my mother Mateboho Maloka, for your continuous support, my son Thapelo Maloka and my grandchild Lerato, for your understanding and your patience.

Acknowledgments

My heavenly father, the saviour of human kind, I give sincere heartfelt thanks to him for my life and the privilege blessed unto me to push through master's journey and for protecting me in the land far from home.

Special thanks

Had it not been the following people this dissertation could not have been achieved. I am obliged to express my appreciation and gratitude for the support they offered in various ways including financial, physical, emotional and spiritual support till the completion of this project work.

My Supervisor Mrs Makhosi Dube

Thank you for your continuous support and guidance throughout the whole process of my research project. Thank you for your time you spent coaching, guiding and supporting me. You accommodated me in your busy schedule. This mission has been accomplished through you.

Professor Fikile Mtshali

Thank you for your continuous support. You were kindly enquiring about my progress and reassured me that I would make it.

Thank you to the Department of Health and Free State School of Nursing for afforded me the study leave to further my studies. A special acknowledgement to management of Free State School of Nursing Eastern Campus for your continuous support and encouragement.

My respondents: I appreciate your usefulness in providing relevant information needed for this study.

Thank you Mrs. Cathy Cannoelly statistician for guiding me through analysis. Thank you Mr. and Mrs. Fogg who editing this document. Thank you Mr. Nkululeko Duke Magwasa, librarian and Mrs. Fortune Shonhiwa your support and guidance is appreciated. Thank you Caroline Dhanraj for guiding me through administration issues.

To all my brothers, members of the family and friends who contributed to one way or another, thank you very much God bless you all. Libuseng Morien Rathobei and Vivaan Nyaata thank you for supporting me physically, emotionally and spiritually.

A special thank you to my mother Mateboho Maloka, my son Thapelo Maloka thank you for understanding when I was away from home.

Thank you Tshireletso Letsela and Matele Lekoenea for looking after my property while I was away

Abstract

Background: Academic dishonesty is a growing problem globally and represents unethical behaviour which results in students not acquiring the expected knowledge. Putting preventative measures in place would ameliorate the effects of academic dishonesty, but there was no idea of the prevalence of academic dishonesty in the School of Nursing at the University of KwaZuluNatal (UKZN). Accurate figures of the prevalence of this phenomenon were therefore not available for academic decision making at the university level, where the interventions were planned. In South Africa a study of this was only previously conducted in the Western Cape, and this is the reason why the researcher conducted the study.

Methodology: A non-experimental, descriptive, exploratory design was used to guide the research process. 226 nursing students as participants. Data was collected by means of a questionnaire, and data analysis was performed using the SPSS version 24 software. Descriptive statistics and correlational procedures were used to analyse the data.

Results: The results showed that there was a significant relationship between gender and academic dishonesty. Evidence revealed that males were more likely to engage in cheating behaviour than females. Cheating behaviours associated with plagiarism, assignments when completing the workbooks and bringing and using unauthorised crib notes into tests and examinations were identified as the main problems.

Recommendations: Nursing students at the selected institution were generally engaged in this academic dishonesty because of peer pressure and a lack of knowledge regarding the academic policies on the matter. It was recommended that the institution, together with the students, develop honour codes to accompany the existing academic policies and procedures. If students were included in the process they would become part of it, and if allowed ownership it would become easier for them to implement and abide by the honour code and reinforce the academic policies, and it would become easier for the faculty to enforce the policies.

Key words academic dishonesty, nursing students, perception.

List of abbreviations

AI	Academic integrity
FREQ	Frequency
HEI	Higher Education institution
INC	International Nursing Council
%	Percentage
RCN	Royal College of Nursing
SANC	South African Nursing Council
SPSS	Statistical Package of Social Sciences
SSA	Sub-Sahara African
USA	United States of America
USC	University of California
UK	United Kingdom
UKZN	University of KwaZulu-Natal
WHO	World Health Organisation

TABLE OF CONTENTS

Declaration	i
Dedication	ii
Acknowledgments.....	iii
Abstract	iv
List of abbreviations	v
List of tables.....	ix
CHAPTER ONE	1
INTRODUCTION.....	1
1.1. Introduction and background	1
1.2. Problem statement	6
1.3. Aim	6
1.4. Objectives of the study	6
1.5. Research questions	7
1.6. Significance of the study	7
1.7 Definition of concepts.....	8
1.8.Theoretical framework	9
1.9. Conclusion.....	11
CHAPTER TWO	12
LITERATURE REVIEW.....	12
2.1. Introduction	12
2.2. Incidences of academic dishonesty amongst nursing students.....	12
2.3. Factors influencing academic dishonesty.	24
2.3.1. Individual factors	24
2.3.2. Contextual factors.....	26
2.3.3 Personality traits of students who cheat.....	28
2.3.4 Differing views of cheating behaviours	29
2.3.5 Faculty factors	29
2.3.6 Fostering academic integrity	31
2.4. Control of academic dishonesty	36
2.4.1. Honour codes.....	36
2.4.2. Examples of student plagiarism	37

2.4.3 Prevention of plagiarism	38
2.4.4 Defeating plagiarism: Strategies for nurse educators.....	39
2.4.5 Detecting plagiarism using manual search viz software	40
2.5. Conclusion	40
CHAPTER THREE	41
RESEARCH METHODOLOGY.....	41
3.1. Introduction	41
3.2. Research paradigm	41
3.3. Research approach	42
3.4. Research design	43
3.5. Research setting	44
3.6. Population of the study.....	44
3.7. Sample size, sampling techniques and procedure.....	45
3.7.1 Inclusion criteria and exclusion criteria	45
3.7.1.1. Criteria for inclusion	46
3.7.1.2. The exclusion criteria	46
3.8. Data collection instrument.....	46
3.9. Data collection procedure	47
3.9.1. Validity and reliability of the instrument	48
3.9.1.1. Validity of the instrument	48
3.9. 1.2. Face validity	48
3.9. 1.3 Content validity.....	49
3.10. Ethical consideration.....	51
3.11. Data analysis.....	51
3.12. Data management	52
3.13. Data dissemination	52
3.14. Conclusion	53
CHAPTER FOUR	54
PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS	54
4.1. Data analysis	54
4.2 Sample realisation	54
4.2.1. Demographic characteristics of the respondents.....	54
4.2.2. Gender of the respondents.....	54
4.2.3 Age of the respondents	55

4.2.4. The year of study of the respondents.....	56
4.2.5. Type of residence of the respondents	56
4.4. Awareness of the involvement of other students in cheating behaviour	61
4.5. Attitude towards cheating.....	62
4.6. Impact of peer pressure	64
4.7. Actions taken by the students when they become aware of another student cheating.....	66
4.8. Factors that cause the cheating behaviour	67
4.9. Prevention of cheating behaviour.....	70
4.10. Awareness of institutional policies regarding cheating behaviour	71
4.4. Conclusion	81
CHAPTER FIVE	82
DISCUSSION OF THE FINDINGS, CONCLUSION AND	82
RECOMMENDATIONS	82
5.1 Introduction	82
5.2. Discussion of the findings.....	83
5.2.1 Socio-demographic characteristics of the respondents	83
5.2.2. The incidence and frequency of academic dishonesty amongst nursing students	84
5.2.3. Awareness of the involvement of the other students in cheating behaviour	87
5.2.4. Attitude towards cheating.....	89
5.2.5 Impact of peer pressure	90
5.2.6. Actions taken by the students when they became aware of other students cheating.	91
5.2.7. Factors that caused cheating	92
5.2.8 Prevention of cheating behaviour.....	93
5.2.9. Awareness of institutional policies regarding cheating behaviour.....	95
5.3. Recommendations.....	95
5.3.1. Faculty.....	95
5.3.2. Nursing education.....	96
5.4. Further research	96
5.5. Limitation of the study.....	96
5.6. Conclusion.....	97

List of tables

Table 3.1: Content validity	47
Table 4. 3. The incidences and frequency of cheating behaviour	56
Table 4. 4 Awareness of the involvement of other students in cheating behaviour	58
Table 4. 5. Attitude towards cheating	59
Table 4. 6. Impact of peer pressure.....	60
Table 4. 7. Actions taken by students when they become aware of other students cheating	62
Table 4. 8. Factors that cause cheating behaviour	64
Table 4. 9. Prevention of cheating behaviour.....	65
Table 4. 10. Awareness of policies regarding referencing	66
Table 4. 11. Awareness of policies regarding student conduct in examination and assessment venues	66
Table 4. 12. Awareness of penalties regarding cheating behaviour	67
Table 4. 13. Cross-tabulation between gender and bringing unauthorised crib notes into a test or examination.....	67
Table 4. 14. Which year of study are you in? Used material from another student's paper without acknowledging the original author: Cross-tabulation	67
Table 4. 15. Which year of study are you in? Copied from another student during a test or examination: Cross-tabulation.....	69
Table 4. 16. Association between gender and copying word for word from any original sources (e.g. books, journals) and not used quotation marks.....	70
Table 4. 17. Association between gender and other students will not report a student if he/she cheated	70
Table 4. 18. Association between gender and a student who will not feel guilty if he/she cheated	71
Table 4. 19. Association between gender and using material from another author's work without	

referencing it is not a serious offence	71
Table 4. 20. Association between gender and students’ attitudes towards assignments and tests	72
Table 4.21. Association between gender and students will get caught if they cheat.....	72
Table 4. 22. Association between academic level and worked together with one or more other students on a homework assignment that was supposed to be done individually.....	73
Table 4. 23. Association between place of residence and copied ideas from any source (e.g. books, journals) without acknowledging the original author.....	73
Table 4. 24. Association between place of residence and copying from someone else during a test or an examination.....	74
Table 4. 25. Association between place of residence and severe penalties will prevent students from cheating.....	74
Table 4. 26. Association between place of residence and encouraging students to monitor peer behaviour will prevent students from cheating	
Table 4.27: Association between place of residence and the introduction of the code of honour will prevent students from cheating.....	76

List of figures

Figure 4. 1. Gender of the respondents	52
Figure 4. 2 Age of the respondents	52
Figure 4. 3 The year of study of the respondents.....	53
Figure 4. 4 Type of residence of the respondents.....	53

List of Annexures

Annexure 1. Information Given to Participants.....	98
Annexure 2. Informed Consent Form.....	100
Annexure 3 Questionnaire	101
Annexure 4 Application for Permission to conduct the study	105
Annexure 5 Permission to conduct a study from Head of School.....	106
Annexure 6 Ethical Clearance.....	107
Annexure 7 Proof of editing letter.....	108

CHAPTER ONE

INTRODUCTION

1.1. Introduction and background

Nursing is reputed to be one of the most honest, trustworthy and highly ethical professions worldwide. Nurse educators are responsible for upholding this reputation by providing an academic atmosphere that minimises the opportunities for dishonesty, promotes the moral development of students, maintains the high moral standards of the profession and fosters academic integrity (Woith et al., 2012). Theart and Smit (2012a), adds that nursing profession is committed even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect and responsibility. Woith et al. (2012), further affirms that academic integrity is the prevalence of honesty in all academic matters and an undisputed ethical imperative in the educational environment. Theart and Smith (2012) asserts that honesty is regarded as a basic ethical value in all educational programmes and academic integrity is of undisputed importance in the educational environment, In contrast Woith et al. (2012), states that the violation of academic integrity in other words academic dishonesty, is wide-ranging and encountered in the nursing education environment.

Theart and Smit (2012a), agreed that cheating is less amongst nursing students but Woith et al (2012) argued that cheating is nearly prevalent in nursing education as in other disciplines. Whereas, Glasper (2016) indicates that nursing students do enter the professional nursing register after committing breaches of academic integrity and thousands of them do cheat their way through training. In fact academic dishonesty represents unethical behaviour and it results in students not acquiring the expected knowledge Feday (2017). In addition, academic dishonesty is a growing problem in most nursing disciplines at academic institutions Theart and Smit (2012a). Forms of dishonesty such as cheating, plagiarism and other new forms of dishonesty challenge the requirement of academic honesty and integrity Woith et al. (2012). Students' access to modern technologies such as mobile phones, ipods, scientific calculators and the internet has broadened the ways by which students achieve their goal of dishonesty.

Academic experience should prepare students for professional practice and cheating undoubtedly interferes with the education of new nurses. Nursing students who engage in academic dishonesty are more likely to engage in concurrent illegal or deviant behaviour and to become professionals who indulge in unethical behaviour. Woith et al. (2012). However, Fida et al. (2016) assert that the diffusion of unethical conduct into the workplace in fact starts during vocational education where academic cheating behaviours occur...

Woith et al. (2012), further describe academic dishonesty as taking a test for another person, using phones to search for answers, sharing answers with classmates, and reporting non-existent or incorrect data in the laboratory or clinical setting. Assignments that are done as a collaborative effort, as well as those done individually, are also subject to acts of academic dishonesty. Students have easy and convenient access to a wide array of information on the internet, and along with the increased use of technology in classrooms, opportunities exist for students to engage in dishonest behaviour. In contrast Simpson (2016), states that whenever one misrepresent the words of another as one's own, regardless of the circumstances, they are performing dishonesty, On the other hand, Saana et al. (2016), contend that academic dishonesty, is a behaviour that does not comply with stated assessment requirements and other institutional policies. .

Feday (2017), states that higher education institutions are places where students are not only taught but are also prepared for the diverse needs of life and societal issues. For a long time university students have been a source of pride, not only for their families but for their community at large, and society has expectations about students. Society expects fairness, honesty and impartiality amongst students, instructors and higher education institutions. Moreover, society expects very high academic integrity, yet academic dishonesty has reached alarming proportions in most higher education institutions, creating cynicism and an erosion of trust.

Feday (2017).furthermore, indicated that Higher Education Institutions (HEI) end up producing corrupt, less competent and unethical manpower. Some lecturers and other instructors are caught in action while collaborating with cheaters while the HEI are expected to prepare knowledgeable, skilled and attitudinally mature graduates in numbers; in a demand-

based proportional balance of fields and disciplines so that the country can be internationally competitive. Dishonest students, however, will never fulfil such a call. In the United States a study was conducted amongst 273 Korean college students to analyse the prevalence of academic dishonesty, the results show that 21% to 69% of the students admitted to having been engaged in one or more forms of academic dishonesty (cheating, acquiring outside help and plagiarising), one or more times (Dickey, 2015). Similar study was conducted amongst 336 nursing students, in USA and Canada over 50% of the respondents admit to cheating in both the classroom and the clinical setting. Cheating behaviours in the clinical settings include reporting and recording inaccurate or unobserved assessments, medications and treatments; breaking sterile technique during procedures and not rectifying the error; and performing procedures without a supervising clinical teacher being aware of their actions (Dickey, 2015). In the same way, 586 Taiwanese graduate students' perceptions were examined regarding their judgements and the seriousness of academic dishonesty. The results showed that 14.7% to 48.8% of the respondents perceive peer involvement in academic dishonesty and 4.4% to 28.3% of the students report at least one instance of misconduct (Dickey, 2015).

In Australia and New Zealand about 342 cases of academic dishonesty among students have been recorded in 14 HE institutions within one academic year and 6% of the student respondents confirm being caught engaging in cheating. Aside from developed countries, cases of academic dishonesty are also reported in the developing world. A study conducted in two Nigerian institutions shows that 54.2% of undergraduate pharmacy students have been involved in cheating Saana et al., (2016). In Ethiopia, the number of examinees has increased and the system has expanded. A variety of incidents pertaining to exams have been reported. These include stolen question paper, answers for sale, collusion of invigilators, impersonation, copying from neighbors, with or without their consent, and exchanging examination worksheets. Several teachers, university graduates and college students have also been caught for collusion or impersonation, driven either by personal relationship or lust for money. Various measures have been employed to punish errant students caught in the act of cheating, and one of the most serious acts include annulling all the results of the examinees in an examination center. Some centers have been closed for recurrent widespread malpractice

(Saana et al., 2016). Whereas in the study conducted by (Theart and Smit, 2012a) cheating associated with plagiarism and assignments was identified as the main problem. Despite putting of preventative measures in place academic dishonesty prevailed.

However (Simpson, 2016) argues that the most common measure against student misconduct is the dismissal of misbehaving examinees from examination halls and the cancellation of their result. The following organizations, the World Health Organization (WHO) (2011); the International Nursing Council (INC) (2009) and the South African Nursing Council (1985) have stated unequivocally that all nurses have a stringent responsibility to conduct themselves personally and professionally in a way that maintains public trust and confidence in the profession. They invite faculty administrators, students and trustees to be concerned and to be involved in raising the level of academic integrity on university campuses.

Faculty and administrators need to consider how institutional policies, including academic dishonesty policies, reflect the evolving demographics of their campus communities. If policies are accurately reflecting the needs of all students, they must be up-to-date, inclusive of a diverse student population and support the student body as a whole. Academic dishonesty affects all students, but dishonesty among international students is a growing concern. International students often face an unfamiliar academic environment, which can lead to unintended academic policy violation and serious consequences. There is a belief that *“when a society’s education institutions are infused with integrity they help create a stronger civic culture for society as a whole”* (Simpson 2016:2, 5)

In Ghana, no published work has explored the possible link between students’ awareness and understanding of institutional policies and their likelihood to engage in academic misconduct. In Ghana there is a policy on copyright, but there is no such policy on plagiarism, and there is a need to have policies to cover all types of academic integrity in every country (Saana et al., 2016). It’s possible that as a consequence of this, one would think that plagiarism does not occur with Ghanaian students, but Appiah (2016) contends that the incidence of plagiarism in that country is tremendous; where notably prominent and vibrant journalists, politicians, musicians, novel writers and the ultimate educationist have been accused of plagiarism.

In South Africa studies have been conducted in higher education institutions to determine the extent of plagiarism and to investigate what measures are taken against students committing plagiarism. At the University of the Free State, students who are found guilty of plagiarism either have to resubmit their assignments or they receive a zero for that assignment. At the University of Cape Town, fifty cases were reported in 2004 but the measures taken to deal with it are not clearly stated. At the University of Rhodes, students who are found guilty of plagiarism appear before a disciplinary hearing and are suspended, and the University of Stellenbosch states that it is the duty of academic staff to educate students about plagiarism and the reason why it cannot be tolerated (Theart and Smit, 2012a).

At the University of KwaZulu-Natal (UKZN) there is a policy on plagiarism which states that plagiarism will not be tolerated within the institution and it will apply the appropriate prevention and detection controls. Prevention measures include a range of responses aimed at educating the university community regarding plagiarism. The detection controls include the utilisation of external examiners, plagiarism identification software and other checking mechanisms as prescribed in the systems, policies, procedures, rules and regulations of UKZN. Provision will be made for the reporting of any suspected or actual instances of plagiarism. All allegations of plagiarism will be investigated and, where appropriate, followed up by the application of all remedies available within the full extent of the law. All staff within UKZN are responsible for the prevention, detection and reporting of plagiarism. Students who are found guilty are penalised depending on the seriousness of the case. Students might receive a warning, lose their marks for their work or might be suspended for approximately two years. Should dishonesty occur in nursing education, the consequence will be the questioning of the nurse's honesty and professional integrity, which causes great concern in the profession (Theart and Smit, 2012a). The current study will explore the perceptions of nursing students with regards to academic dishonesty and the efforts to promote academic integrity

1.2. Problem statement

Literature suggests that academic dishonesty prevails in training institutions. Studies in American universities and colleges have found that the rate of reported cheating rose from 23% to 90% (Simpson, 2016). The academic dishonesty problem persists despite mitigation strategies such as camera installation and plagiarism detector software; rendering the interventions a fruitless undertaking. Increasing numbers of students enrolling in academic institutions and dwindling funds to extend classrooms exacerbates academic dishonesty. Considering the predominant issue regarding academic dishonesty, the quality of graduates from the training institutions becomes questionable; more so for patients nursing students who are expected to care for lives. It affects the cognitive psychomotor and affective domain where this in summary makes up a competent and skillful nurse.

Academic dishonesty threatens the competences and skills expected to be acquired from training institutions. As a result of questionable competence and abilities of nursing students the researcher will focus on the perceptions of nursing students on academic dishonesty in their respective institutions. In South Africa to date there are few studies that have explored academic dishonesty amongst nursing students. However, on the basis that this practice occurs with international students and on the researcher's personal experience, a justifiable inference can be made that the practice of academic dishonesty prevails in nursing education institutions in South Africa. This conjecture, together with the previously mentioned correlation between academic dishonesty and unethical behavior has led the researcher's interest in exploring the perceptions of nursing students with regards to academic dishonesty in the nursing institutions, specifically the University of KwaZulu-Natal.

1.3. Aim

This study aims to analysing the perceptions of student nurses regarding the prevention of academic dishonesty at the University of KwaZulu-Natal.

1.4. Objectives of the study

To achieve the above aim, the study has the following objectives:

- To describe the incidence and frequency of academic dishonesty amongst the nursing students.
- To investigate the individual and contextual factors that influence academic dishonesty amongst nursing students.
- To explore nursing students' awareness of the policies regarding academic dishonesty.

1.5. Research questions

- What is the incidence and frequency of academic dishonesty amongst nursing students?
- What are the individual and contextual factors that influence academic dishonesty amongst nursing students?
- Are nursing students aware of the policies regarding academic dishonesty?

1.6. Significance of the study

The study results will be useful to the following entities: colleges of nursing, universities, the Department of Health in KwaZulu-Natal province, and South Africa at large. The authorities, curriculum and policy makers may use the study's recommendations to improve the policies to address academic dishonesty. The study findings will strengthen the student nurses' knowledge regarding their role in the prevention of academic dishonesty and thus improve the quality of patient care.

1.7 Definition of concepts

Perception:

Perception refers to the conscious recognition and interpretation of sensory stimuli that serve as the basis for understanding, learning and knowing or motivating a particular action or reaction.

(Mosby's Medical Dictionary, 2012).

Student nurse:

The Cambridge Advanced Dictionary (2003) defines a student as “a person who is learning at a college or university, or sometimes at a school”. In this study the term ‘student’ refers to any person who is currently registered in a four-year course leading to registration as a nurse (general psychiatric and community) and midwife, under Regulation 425 of 22 February 1985, in terms of section 45 (1) of the Nursing Act, 1978 (Act 50 of 1978) (South African Government, 1978). The student must be registered on a fulltime basis at the selected university in KZN. The word will be used interchangeably with ‘nursing student’.

Academic integrity:

This is the moral code or ethical policy of academia. This includes values such as avoidance of cheating or plagiarism; the maintenance of academic standards; honesty and rigor in research and academic publishing.

Academic dishonesty or academic misconduct:

This is any type of cheating that occurs in relation to a formal academic exercise. It can include plagiarism: the adoption or reproduction of ideas or words or statements of another person without due acknowledgment (Sentleng and King, 2012).

Nursing education:

Brink, (2013) describes nursing education as the process where the student nurses are guided and facilitated into learning and provided with the resources for learning the art and science of nursing and to assist those who are studying. For the purposes of this study, nursing education refers to the formal learning and training of nurses, comprising of theoretical and practical components of the science of nursing, at the selected university in KZN.

1.8. Theoretical framework

The theoretical framework is based on the Self-Efficacy theory which, according to Bandura (1977) is the belief that one possesses the abilities to organise, plan and carry out the courses of action required to manage the situation at hand. Achievement is often a strong determining factor of one's success in further studies in higher education and in securing a stable job later in life. Academic dishonesty jeopardises these attributes. The researcher will adopt the theoretical framework and use it in the current study.

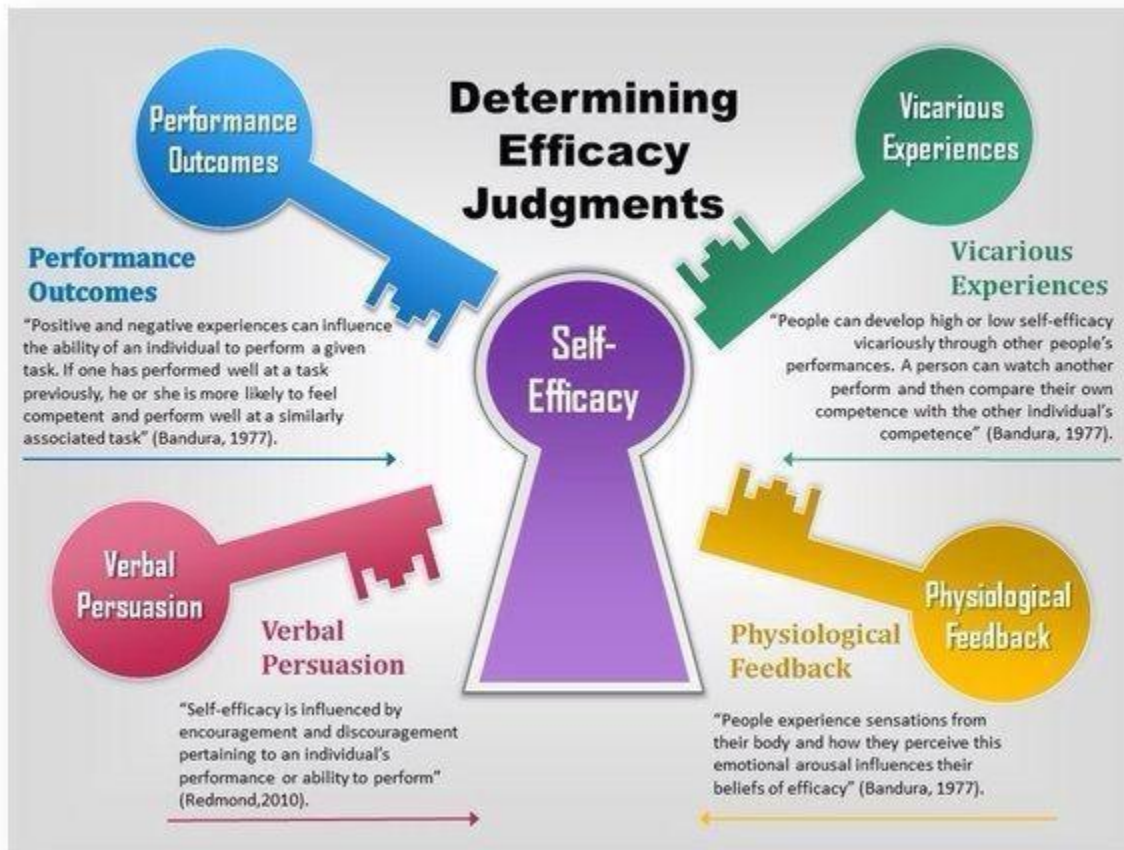


Figure 1.1: Self-efficacy model

Source: Bandura (1977:191-215)

Performance outcomes:

Positive and negative experiences can influence the ability of an individual to perform a given task. If one has performed well at a task previously, one is likely feel competent and perform well at a similarly associated task Bandura (1977). In the current study, negative experiences where nursing students have experienced incidences where academic dishonesty has taken place are likely to continue to engage in academic dishonesty and consider it to be normal.

Verbal persuasion:

Self-efficacy is influenced by encouragement and discouragement pertaining to an individual's performance or ability to perform Bandura (1977). In the current study, the researcher will

investigate the influence of individual and contextual factors among nursing students which might lead to either encouragement or discouragement of an individual's performance.

Vicarious experiences:

People can develop high or low self-efficacy vicariously through other peoples' performance. A person can watch others' performance and then compare their own competence with the others' competences Bandura (1977) In this current study, nursing students experiences with the performance of those who have cheated versus those who have not cheated will be compared to determine the frequency with which the cheating occurred and its impact on their competences.

Physiological feedback:

People experince sensations from their bodies, and how they percieve this emotional arousal influences their belief in their efficacy Bandura (1977) Nursing students' perceptions and attitudes with regards to academic dishonesty will be explored to find out whether they believe that cheating can be rationalised and justified or not.

1.9. Conclusion

Nursing is reputed to be one of the most honest, trustworthy and highly ethical professions worldwide. The violation of academic integrity, in other words academic dishonesty, represents unethical behaviour and results in students not acquiring the expected knowledge. Academic dishonesty is a growing problem in all nursing institutions globally and in South Africa the only study conducted on the subject to date was conducted in the Western Cape. This study will therefore focus on the province of KwaZulu-Natal and the UKZN in particular. To determine the prevalence of academic dishonesty, a survey questionnaire will be distributed amongst the nursing students who are undergraduates of the four year course. The literature showed that academic dishonesty prevail in high rates than reported in Western Cape but lower than that reported in developed countries.

CHAPTER TWO

LITERATURE REVIEW

2.1. Introduction

The introduction to and background of the study were discussed in the previous chapter. Chapter two reviews the literature under the following headings: incidence of academic dishonesty amongst nursing students across the globe, in sub-Saharan African (SSA) countries and in South Africa; individual and contextual factors that contribute towards academic dishonesty amongst the nursing students, and nursing students' awareness of academic integrity policies. Information was searched by using the internet to access journal articles, journals, books and peer reviews on studies done on students' academic dishonesty. The following search engines were used: EBSCO, Google and Google scholar, by using key words such as perceptions, nursing students, academic integrity and academic dishonesty

2.2. Incidences of academic dishonesty amongst nursing students

According to Woith et al. (2012) nursing is reputed to be one of the most honest, trustworthy, and highly ethical professions worldwide. Nurse educators are responsible for upholding this reputation by providing an academic atmosphere that minimises opportunities for dishonesty, promotes the moral development of students, maintains the high moral standards of the profession, and fosters academic integrity. Theart and Smit (2012a), similarly, assert that nursing is deemed a highly ethical profession and it relies on the moral integrity of individual practitioners to provide safe nursing care. Simpson (2016), defines academic integrity (AI) as “a commitment, even in the face of diversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility”, and this is expected in nursing. Furthermore, Theart and Smit (2012a) define AI as the pursuit of knowledge, understanding, and the truth in an honest manner. True AI indicates the prevalence of honesty in all activities and fundamental to AI is that it equates to ethical behaviour in the academic environment. Hence the primary focus of the academic institution should be the creation of an academic environment that is conducive to the moral, cognitive, physical, social and aesthetic development of the student.

The fundamentals of AI and the influence it has on the acquisition of knowledge and skills make the consideration of the violation of AI or in other words, academic dishonesty imperative. It is crucial when one considers that academic dishonesty represents unethical behaviour and results in students not acquiring the expected knowledge. According to Macale et al. (2017), given that ethics is an integral part of the nursing education in the degree course, one would suppose that academic dishonesty would be less frequent in nursing students than in students of other disciplines, but several studies have shown that this deceitful behaviour is a trend among the university nursing students, as well as those of other disciplines (Woith et al., 2012). Sasso et al. (2016) opine that although nursing is considered the most honest profession in the United States, nurses do also cheat. Glasper (2016), is of the same view, pointing out that nursing students are more likely to resort to cheating than other students in the university, evidenced by the high number of student nurses who were disciplined between 2010 and 2013 at the University of Dundee.

Nevertheless, Woith et al (2012) indicate that it is not only nursing students but rather students in all major disciplines that cheat; as many as 40%-95% of students cheat. Sasso et al. (2016), further state that in their study which was conducted in the United States, out of 336 nursing students, 64% reported participation in acts of academic dishonesty in the classroom, while 54% of their study respondents had been dishonest at least once in the clinical setting.

Several authors define academic dishonesty as an emphasis placed on behaviours that are deceptive and intentionally contrary to honesty and trustworthiness. Forms of academic dishonesty include incidents of the use of unauthorised notes, unauthorised collaboration on an assignment that was supposed to be done individually, using crib notes, copying from another student in a test or examination, or intentionally facilitating cheating by others. Turning someone else's work in as one's own, helping other students to cheat, writing an assignment for someone else, forgery and committing plagiarism are also included by (Theart and Smit, 2012a). Glasper (2016) asserts that cheating includes cheating in examinations, coursework, clinical assessments and in record books.

Simpson (2016) states that students are expected to produce academic work independently and must appropriately acknowledge any outside sources of information they mention in their work; and when they misrepresent the words of another as their own, regardless of the circumstances, they are performing dishonestly. Simpson (2016), contends that academic dishonesty in the form of the intentional or attempted use of materials is cheating by creating information or a citation fabrication; and taking another person's words, ideas or statements as one's own is called

'Plagiarism'. Academic dishonesty breaches the value of academic integrity and gives offending students unfair advantages over others in the learning environment (Theart and Smit, 2012a).

In addition, Fida et al. (2016) have the viewpoint that awarding a cheater a certificate of competence will have the potential to cause damage in the labour market that the graduate is entering. Whereas Woith et al. (2012), are of the view that students who engage in academic dishonesty are more likely to engage in concurrent illegal or deviant behaviours and become professionals who indulge in unethical behaviour. Theart and Smit (2012a), further indicate that academic dishonesty is a growing problem in most disciplines at academic institutions all over the world and some researchers are of the opinion that this problem is reaching epidemic proportions.

Chudzicka-Czupala, et al. (2016) identify variability in the attitudes of students towards academic cheating and behavior among students from different countries, and thus different cultural backgrounds. Students in the Ukraine report lower perceptions of the wrongfulness of cheating than students in the United States. The researchers compared students' attitudes in Poland, the Ukraine and Switzerland, and show that Polish and Ukrainian students accept dishonesty to a larger extent than Swiss students, and that despite the growing institutional differences between Poland and the Ukraine, cultural similarities in cheating persists. Students from Central and Eastern Europe show that incidences of academic cheating are more in post-socialist countries than in Western Europe or in North America (Chudzicka-Czupala, et al., 2016).

Some researchers expected that academic dishonesty would be less common amongst nursing students compared to the general student body, as nursing is deemed a highly ethical profession and relies on the moral integrity of individual practitioners to provide safe nursing care (Theart and Smit (2012a)). However, later studies have shown that academic dishonesty is a common occurrence amongst nursing students and is alarmingly high, as in all other fields study (Woith et al. (2012)). Theart and Smit (2012a), identified that there exists a positive correlation between unethical academic practices and future professional unethical behaviour. Particular attention is given to business, medical, and nursing students due to the associated potential effects on their future professional roles if their misbehavior becomes 'habitual'. Another disturbing finding is that more cheating occurs amongst the undergraduate nursing students than in the broader student community.

The main focus is on nursing students because their potential academic dishonesty may have repercussions in the healthcare system in the clinical training environment. Nursing students who previously passed examinations by cheating will be considered by clinical supervisors as being as equally prepared as other honest students, and this may lead to possible risks for patients' health and quality of care. (Theart and Smit 2012). Fida et al. (2016), argue that college students are exposed to academically dishonest behaviours well before entering colleges and universities. The pressure on high school students to be accepted onto elite universities can lead to environments where cheating is accepted. Dishonest habits developed in high school are then perpetuated at colleges and universities, and this has been the subject of ethical debate and educational research for decades.

Simpson (2016), confirms that a study which was conducted with over 5000 students from 99 American colleges and universities indicates that three-fourths of the population have performed dishonestly in at least one situation. In the USA and Canada 107 studies were conducted, and the results reveal that over a period from 1969 to 1995 the prevalence rate for academic dishonesty ranges from 9% to 95%, with a mean rate of 70.4%. The two types of academic dishonesty observed are cheating on examinations (70.4%), cheating on homework assignments (40.9%). In the USA and Canada the researchers have found that 56% of graduate

business students and 47% of non-business graduate students admit to engaging in cheating behaviour in the year prior to the study. Meanwhile 63.8% of the engineering students admit to cheating at least a few times per term and 79.2% engage in cheating behaviour at least once per term. There is similarity between the associate degree nursing students, the freshmen, and sophomore, junior and senior baccalaureate nursing students regarding the prevalence of cheating. The study conducted in different nursing schools in 2007 reveals that in nursing programmes that all lead to a nursing degree, 58% of the undergraduates admit that academic dishonesty is an ongoing problem and 47% of the undergraduate nursing students self-report that they have engaged in at least one of the sixteen listed classroom cheating behaviours.

The problem of academic dishonesty is also not limited to the USA and Canada, as Singapore has the same problem (Theart and Smit, 2012a). The study that was conducted in three academic institutions in Singapore indicates that different forms of cheating occur quite frequently. These range from 94.4% of students allowing others to copy their coursework to 15.6% of students who admit to taking unauthorised material into tests or examinations, while 77.1% of the respondents report that they have witnessed other students engaging in some form of cheating behaviour. In the UK a study was also conducted in 19 disciplines including health sciences. The results reveal that 54% report paraphrasing without acknowledging the author, while taking someone's examination is the lowest reported at only 1%, of the pharmacy students, 42.4% admit to having been engaged in academic dishonesty, while 33.5% report that they have never been involved in any incidents of academic dishonesty (Theart and Smit, 2012b). Simpson (2016), adds that in the UK, a university registrar has been condemned to a suspended jail sentence after he was discovered trading fake degrees for spanking sessions, while in Pakistan over 140 lawmakers have been found guilty of holding fake degrees.

Simpson (2016) reports that at the University of Windsor it has also been found that international students violate the standards of AI at a disproportionate rate in comparison to their domestic peers. The international students cheat three times more than their domestic counterparts who violate the same policy. At the University of Southern California (USC) the international students account for 47% of the academic dishonesty, while in April 2008, 38 Duke University students were found cheating and charged with the offense. Sixteen of the students indicated that cultural differences led to their behaviour. In Taiwan, 62% of the students reported engaging in academically dishonest behaviour, whereas 84% of the students

reported cheating in Poland during their studies. The South Koreans consider their nation as the 'Republic of Plagiarism' because of the permeation of academic dishonesty, academic fraud and scientific misconduct that occurs in East Asian universities.

It has been discovered that it is not enough to increase access for international students to study in in US; the faculties also have to be aware of cultural differences that affect how these international students view academic dishonesty, in order to help them succeed (Simpson, 2016).

Broadly stemming from cultural differences, international students may also come to college with different perceptions of what behaviours are deemed dishonest; for example, Asian cultures encourage collectivism, memorisation and group work. Therefore, it becomes a problem for Asian students who are studying in Western countries to adjust to academic standards that encourage individualisation over reciting information directly from memory. It has been proved that students who come from cultures where cheating is the norm are more likely to engage in such behaviour, whether intentionally or non-intentionally (Simpson, 2016). Moreover, collectivist cultures tolerate cheating in the form of helping other students in the examination, and it is in fact even encouraged. American and Hong Kong students were compared to find out their understanding of academic dishonesty; and Hong Kong students were less likely to report dishonesty in their courses or others who engaged in cheating behaviours, for fear of retaliation or a negative social stigma from their peers. Hong Kong students, as well as Polish students, reported being less likely to behave dishonestly if monitored (Simpson, 2016)

In Australia and New Zealand, 324 cases of academic dishonesty among students in fourteen higher education institutions were reported within a year and 6% of the student respondents confirmed being caught engaging in academic dishonesty (Saana et al., 2016). Simpson (2016), argues that academic dishonesty is classified as unethical behaviour and the decision to cheat or not to cheat is basically an ethical decision to be made by the college students. Simpson (2016),add that at Gordon College in Geogia, USA, 92% of the study respondents perceived

cheating to be ethically wrong, but 45% believed it to be socially acceptable and 20% of the nursing student respondents did not perceive giving answers to another student during an examination as unethical. Thus, as previously indicated, academic dishonesty is a global concern and Africa is not an exception.

In Ethiopia academic dishonesty is rising at an alarming rate of 84 %.(Feday, 2017). Feday (2017), further, indicate that study conducted in Ethiopian results revealed that 96.4% of the respondents have engaged at least once in one form of assignment related dishonesty, while 82.1% and 82.0% of the respondents report that they have been involved at least once or more in research and examrelated dishonesty respectively. The respondents report having engaged in a high percentage of assignment-related academic dishonesty, followed by research and exam-related academic dishonesty. Surprisingly, teachers and administrative organs also are involved in allowing both individual and group dishonesty in examinations. Teachers are believed to treat students unequally and unfairly, not considering their religion, sex, or ethnic origin. Twenty-five per cent consider a student's affiliation or actions to be a factor influencing the assessment of their work, and while 20% give gifts to obtain their degrees, 12% report political affiliation as having an influence. In addition, 33% report that staff favour their relatives and 27% say the staff members leak questions and examination papers. Some students do copy and paste into their dissertations or use what is called a 'ghostwriter' to write for them. Furthermore, a law registrar was caught selling grades at the former Addis Ababa University School of law (Feday, 2017).

In Ghana, little is known about academic dishonesty from the perspective of the students. The study that was conducted in Ghana reveals that 92% of Ghanaian undergraduate students report that they are aware of institutional regulations regarding academic dishonesty. However, only 31% rate their understanding of these regulations as high. Forty per cent of the respondents have witnessed their colleagues engaging in academic dishonesty, but of those, 94% have not reported on these acts. Cheating during examinations and inappropriately sharing answers in the preparation of assignments are some of the often occurring forms of academic dishonesty. Respondents believe that copying their colleagues' work without their permission is a serious offense, but doing so with their permission is not. In Ghana no published work has explored

the possible link between students' awareness and understanding of institutional policies and the likelihood of them engaging in academic misconduct (Saana et al., 2016).

Similarly, in Botswana and Zambia the studies on academic dishonesty that were conducted results revealed that students have a high degree of knowledge of the various forms of academic dishonesty and they are aware that it devalues academic qualifications (Dickey, 2015). Academic dishonesty is widely practiced, yet it is not adequately dealt with. Even though the literature reviewed reveals that academic dishonesty is wide-ranging and also encountered in the nursing education environment, there is limited research data regarding academic dishonesty in the nursing institutions in South Africa (Theart and Smit, 2012a).

A study that was conducted at Stellenbosch University in the Western Cape results showed that 88% of the respondents admit to have cheated at least once. Only 12% report that they have never been involved in any form of cheating and these findings are congruent with those of past studies carried out with students in courses other than nursing. The respondents (3%) report engaging in the common cheating behaviour of using unauthorised crib notes in a test or examination, whereas 15% of the respondents are aware of other students bringing unauthorised crib notes into the examination. In terms of self-reported personal engagement in cheating, 6% indicate that it is possible that personal dishonesty is under reported (Theart and Smit (2012a). However, Woith et al. (2012), argues that not only bringing and using unauthorized crib notes but also purchasing copies of exams, texting answers and using cameras to take pictures of exam is academic dishonesty. Yet Glasper (2016) indicate that forging a mentor or tutors' names or signatures on clinical assessment is dishonesty.

In addition, Finchilescu and Cooper (2017) state that the study which was conducted at the University of Cape Town has 38% of the students who indicated that they have committed all forms of academic dishonesty at least once in their academic careers. This study of academic dishonesty, however, only measures premeditated academic dishonesty, and as such the actual incidence of academic dishonesty may be higher as impulsive academic dishonesty behaviour

was not measured. Academic dishonesty in this environment has been a problem, with up to 89% of cases being reported in one year (Finchilescu and Cooper, 2017).

Another type of academic dishonesty is plagiarism. According to Sentleng and King (2012) several authors define plagiarism broadly as the misappropriation of materials, ideas, facts and words that are created, originated, or discovered by someone else. It is an attempt to gain personal, academic, financial, professional or public advantage by trying to fool a teacher, an editor or an employer into thinking that one has written, thought or discovered something which in actual fact is the writings, thoughts or discoveries of somebody else. It is also defined as the intentional and unintentional use of another's work or ideas, published and unpublished, without acknowledging the author of the work (Sentleng and King, 2012).

Instead, Simpson (2016) describes plagiarism as stealing someone's intellectual property, and collaboration on assignments meant to be one's own. Alternatively, Appiah (2016) state that habit of coping, imitating or making use without due acknowledgement to the author of an idea is termed plagiarism. Simpson (2016), add that the uncited use of any information that cannot be considered general knowledge is seen as plagiarism. There also exists self-plagiarism, which occurs when a person publishes the same article in several different journals, violating the copyright on that work. Simpson (2016) further defines plagiarism as the uncredited use, whether intentional or unintentional, of somebody else's idea or work. Nevertheless, several authors are of the belief that students are often not aware when they are plagiarising because they are not taught academic writing skills. Smith (2016), indicates that there are 2100 nursing students and 200 nurse educators in US-based nursing programs, and that across programs over half of the undergraduate nursing students have engaged in cheating. Forty-three per cent of undergraduate nursing students admit to collaborating with others when asked for individual work and to copying a few sentences from a written source without citing it.

Like all other forms of cheating, plagiarism is a worldwide problem and has been classified into six categories by several authors, and these are:

- Copy paste plagiarism- This is verbatim copying of the text from the source without acknowledging the original authors or using quotation marks.

- Word switch plagiarism- This is a type of plagiarism where the plagiarist takes sentences from the source and changes just a few words without acknowledging the source.
- Style plagiarism- This is copying of another author's style of reasoning by taking their sentence by sentence organisation of thoughts.
- Metaphor plagiarism- This is a type of plagiarism where someone uses the creative style of someone else to present their ideas, without crediting the original author of the creative style.
- Idea plagiarism- This is the practice of taking someone's proposed idea or solution and using it as their own creation without crediting the author.
- Plagiarism of authorship- This is a form of plagiarism where students directly put their name on someone else's work (Simpson, 2016).

Plagiarism is not only dangerous to the nation but also to cheaters themselves In Germany, the former Minister of Defense and a Vice President of the European Parliament had to resign after plagiarism was discovered in their doctoral dissertation; while in the UK, Saif-el –Islam Gaddafi, the son of the famous Muhamar Gaddafi, was alleged to have plagiarised a PhD thesis. In Pakistan, over 140 lawmakers were found guilty of holding fake degrees; and in the UK a university registrar was condemned to a suspended jail sentence after he was discovered trading fake degrees for spanking sessions. In the US and UK, there was fabrication and manipulation of data in order to support human-instigated global warming in 2009, while in May 2011 a report commissioned by a group of legislators in the US, known for their denial of climate change theory, was also found to be plagiarised and this encouraged doubts about the reliability of the data. In Ethiopia, a student from the Dire Dawa University of Law was suspended from graduation for plagiarism in his dissertation and again in 2013 another student's degree was held back due to plagiarism in his dissertation (Feday, 2017).

Glasper (2016), is of the opinion that nursing students are more likely to cheat than other university students; as evidenced by the news that 1700 students have been found plagiarising, including purchasing their work from dedicated 'essay writing' websites. Moreover, between

2010 and 2013 the University of Dundee reports that half of the students disciplined were nurses. On the other hand, the Royal College of Nursing (RCN) shows that over the same period their educational institutions trained approximately 64000 nurses and only about 2.6% of these nurses committed cheating offenses. It can thus be postulated that these institutions concerned have robust systems for weeding out the cheats. In addition, Woith et al. (2012) report that nursing students work together in groups on assignments that are meant to be completed individually; use the work of someone who took the course previously; cut and paste information from internet sources; and purchase papers from online services.

Despite the opinion that nursing students are more likely to cheat than other university students, Gasper (2016) adds that it is not only nursing students who do so. Another 50 000 students from different disciplines were also found to be guilty of plagiarism in January 2016. In South Africa studies have been conducted in higher education institutions to determine the extent of plagiarism and to investigate what measures are taken against students committing plagiarism. At the University of the Free State students who are guilty of plagiarism either have to resubmit their assignments or they receive a zero for that assignment. At the University of Cape Town 50 cases were reported in 2004 but the measures taken to address the issue have not been clearly stated. At Rhodes University students who are found guilty of plagiarism appear before a disciplinary hearing and can be suspended, while the University of Stellenbosch states that it is the duty of academic staff to educate students about plagiarism and the reason why it cannot be tolerated (Theart and Smit, 2012a).

At the University of KwaZulu-Natal (UKZN) there is a policy on plagiarism which states that plagiarism is not tolerated within the institution and it applies the appropriate prevention and detection controls. Prevention measures include a range of responses aimed at educating the university community regarding plagiarism. The detection controls include the utilisation of external examiners, plagiarism identification software and other checking mechanisms as prescribed in the systems, policies, procedures, rules and regulations of UKZN. Provision is made for the reporting of any suspected or actual instances of plagiarism. All allegations of plagiarism are investigated and, where appropriate, followed up by the application of all remedies available within the full extent of the law. All staff within UKZN are responsible for the prevention, detection and reporting plagiarism. Students who are found guilty are penalised

depending on the seriousness of the case. Students might receive a warning, lose their marks for their work or might be suspended for approximately two years. A 'D' in nursing education with consequent questioning of the nurse's honesty and professional integrity causes great concern in the profession (Theart and Smit, 2012a). What are the reasons for students plagiarising?

Dickey (2015) states that younger millennials who entered college in 2010 or later have never known the world without the internet, video games or cell phones. The millennials perceive the use of technology as the most defining characteristics of their generation. They are more affluent, more indulged and more entitled than previous generations. Through social networking millennials stay connected. They are team-oriented, socialising and studying in groups, therefore they enter colleges with experience of collaboration and they are disinclined to view collaboration and peer assistance as cheating. These students are groomed to be successful, clever and above all, calculating. They are collaborative learners who are accustomed to constant stimulation, are bored in a traditional classroom, and this results in poor class attendance and cheating.

Simpson (2016), indicates that Generation Y students are those students who were born after 1981, and similarly these students have grown up with computers and are technologically literate in terms of the internet, cell phones and their social lifelines. They are peer-dependent and see themselves as inventive, resourceful and able to solve their problems, and they consider other forms of academic dishonesty as normal. Simpson (2016), however, indicates that academic dishonesty can cause harm to the nursing students and profession in different ways. Firstly, dishonest students are unfairly advantaged in comparison with others who do not cheat but work hard to earn their grades. Secondly, honest students can experience stress when they witness dishonesty and have to report it. Lastly, the lack of knowledge caused by dishonesty can cause harm to the public that trust a practitioner to provide safe care, and any incident of cheating will cause damage to student-lecturer relationships. Nursing is a noble profession; it is safely assumed that honesty, integrity, competency and professional morality are expected from every nurse, including nursing students, at all the times. If the nurses fail to uphold the

values of ethical practice nursing becomes meaningless, loses professional integrity and loses its good image (Simpson (2016).

Nursing students and students from other disciplines claim to have limited time to study because of the volume of work they are expected to do. Fear of failure because of the inability to obtain the appropriate grades, studying many courses and the belief that they will not be caught because lecturers don't read all of the assignments properly because of their own work pressure are possible motivating factors for students to cheat. Feelings of alienation by colleagues and not being well integrated in the academic community culture, as well as factors such as age, grade average and gender also play a part, as does a lack of orientation in the ethics of academia. Students with part time jobs do not have enough time to study, therefore they easily engage in academic dishonesty (Feday, 2017).

Despite support from the literature that personal or individual factors are major reasons for academic dishonesty among university students, contextual factors, peer disapproval of cheating behaviour and the perceived severity of penalties for cheating are reported to be influential in stopping students from being dishonest (Sentleng and King, 2012). Smith (2016), agrees that students cheat because they perceive pressure to achieve high grades, adding that students who are carrying heavy workloads and those with multiple personal and professional responsibilities may feel the need to cheat. Students who do not plan their schedules well ahead do feel pressure as deadlines approach and others start cheating when they see their peers cheating without penalty.

2.3. Factors influencing academic dishonesty.

2.3.1. Individual factors

The relationship between academic dishonesty and gender, home language, current level of training and age has been explored in several studies and has yielded contradictory results. The results pertaining to gender indicate that males are more likely to cheat than females, yet previous studies' results have revealed that females are more likely to cheat than males (Theart and Smit, 2012a). Simpson (2016), is of the opinion that males do cheat more than females, while Dickey (2015) argues that women are more likely to commit plagiarism in order to pass a course than men. Conversely, Saana et al. (2016) states that older females' students are

significantly less likely to cheat compared to their younger and male counterparts. Several researchers claim that since most studies on academic dishonesty are self-reporting, it may just be that women are not as honest as men in reporting cheating as they tend to give a more socially desirable response (Theart and Smit, 2012a).

Nevertheless, the only study that significantly indicates that females are more involved in unethical classroom behaviour than males was conducted among nursing students by (Theart and Smit, 2012a). This finding could possibly be explained by the fact that the males in that study were academically stronger than the females and did not need to cheat (Theart and Smit, 2012a). Conversely, Dickey (2015) indicates that scholars have found male students to be less ethical and more inclined to cheat than females. This view is corroborated by a study conducted in Zimbabwe; where the results reveal that full-time male students are more tolerant of academic dishonesty than females and part-time male students in the same range. Theart and Smit (2012a), thus asserts that as a result of the divergent results from previous studies, the significance of gender as a predictor of cheating behaviour is still contentious.

In terms of age as a predictor of cheating behaviour, Theart and Smit (2012a) report that younger first and second year students display more cheating behaviour than more mature students. Dickey (2015) is of the same view that students who engage in cheating are more likely to be younger and at a lower level of study. However, other scholars have found that seniors cheat more than freshmen. In addition, Theart and Smit (2012a) identify age and marital status as important indicators of whether a student will cheat or not; young and unmarried students are more likely to display cheating behaviour. Simpson (2016) disagrees that the age and marital status of nursing students are predictive of academic dishonesty; rather, it is the availability of technology, especially the abundance of handheld communication devices that makes cheating easier (Woith et al., 2012).

These students exhibit poor class attendance yet expect excellent grades for minimal effort, according to Dickey (2015). Nazan Tuna Oran, et al. (2015) state that wireless messaging devices, MP3 players, smartphones and the internet make cheating easier than ever. Students

use highly technological methods such as texting answers, purchasing copies of exams online, and using handheld devices to access the internet and use cameras to take pictures of exam papers. Simpson (2016), reported from previous studies that international students engage in academic dishonesty more than their domestic peers; international students violated the same policy three times more than the local students. Simpson (2016) reports that students have similar motivations to cheat, whether they are locals or foreigners, but adds that if students are not well integrated in the academia, experience parental pressure to perform well, lack study skills, and have a good studentlecturer relationships where their lecturers are unlikely to punish them for academic dishonesty, they are more likely to engage in academic dishonesty.

Woith et al. (2012), argue that some students believe that society in general is less moral and cheating is an acceptable means to achieve a desired end. Business students who participated in their study believe that dishonesty is essential for career success and according to Woith et al. (2012), many of the students arriving at colleges and universities may not recognise that cheating is wrong. In addition, Dickey(2015) states that students majoring in online business classes believe that honesty is incompatible with business success, but some researchers disagree, reporting that non-business majors have a higher rate of cheating than business majors.

2.3.2. Contextual factors

Pressure to succeed academically, a negative attitude towards assignments and tests and having to pay back a bursary when they fail results in some students committing academic dishonesty (Theart and Smit, 2012a). Simpson (2016), states that students cite issues such as stress, pressure to perform well and gain employment post-graduation, lack of preparation, competition amongst peers, and fear of losing status amongst their peers as reasons for dishonesty. Saana et al. (2016) add that the main reason for students to be involved in academic dishonesty is the pressure to obtain good grades in order to enhance their job prospects. (Simpson, 2016) further adds that students who do not understand classroom materials yet do not feel comfortable asking for explanations because of cultural boundaries may resort to academic dishonesty. Students whose first language is not English may not be able to express themselves and they are likely to plagiarise, not because they do not understand the topic but

because language is a barrier and they are also less familiar with the Western style of writing (Saana et al., 2016).

Nazan Tuna Oran, et al. (2015) indicate that students who have a tendency to cheat are those with the ambition to get high marks, have time constraints so cannot afford to extend their study time, have low self-control, lack confidence, or who lack academic or social motivation. Aluede et al. (2006), agrees that students with a poor command of the English language and those with limited access to reading materials may be inclined to copy the text used in reference materials. Feday (2017) argues that the reasons for students to cheat are under pressure to get better grades, they are too busy and there is not enough time to complete assignments or study for tests, and some struggle academically, so they think dishonesty is the path to success. Some of the students feel that engaging in dishonest academic behaviour is not a serious offense and they believe that they have not broken any rules, while others are adversely affected by a lack of confidence in academia and a lack of commitment to master learning techniques.

Feday (2017) indicates that the unfair or biased treatment by some teachers in scoring and grading are based on ethnicity, gender, religion, lack of close academic contact and lack of positive relationships between the students, teachers and the head of the department seriously affects the students' honest behaviour. Repeating previous exam papers as is, poor compiling of exam questions and poor invigilation also enable students to engage in academic dishonesty. Theart and Smit (2012a), affirms that when students realise that other students do get away with dishonesty they are inclined to do the same.

For international students, there is also the stress of studying in a foreign environment within a different cultural context, and pressure from peers and family to perform well. Students from the Japanese culture are more likely to feel pressured by familial and occupational obligations; successes in these areas are highly dependent on earning a college/university degree. When evaluations are based on grades from papers and exams, Japanese students demonstrate higher levels of academically dishonest behaviours. They come to college/university with the

ingrained intention to work within groups and are more willing to assist other students, even at the expense of violating an academic dishonesty policy (Simpson, 2016).

Several authors have also indicated that less intelligent and older students tend to cheat more than intelligent and younger students, in order to get high grades. Some students feel that they are helping their friends, while some feel pressure from peers to share their work. Sometimes students are academically dishonest to please their parents or to impress corporate recruiters for school leadership roles, whereas other students feel pressured to do so because they want employment after university (Feday, 2017).

2.3.3 Personality traits of students who cheat

From previous studies it is evident that there is a relationship between academic integrity and personality traits. The following personality traits have been investigated in this regard: neuroticism, extroversion and conscientiousness. Neurotic individuals exhibit more ethical perceptions than those who are not neurotic. Extroversion has been found not to be associated with academic integrity (AI), yet conscientiousness is positively associated with AI. Narcissistic personality disorder has been noted among millennial students and is associated with a sense of entitlement and predictive of exploitative attitudes, and very high rates of certain narcissistic trends have been noted among these millennial students. The rates of certain exploitative attitudes are seen to be statistically significant predictors of academic dishonesty. Narcissism and a sense of entitlement are, however, only indirectly related to academic dishonesty, whereas students with high levels of bravery and honesty are less likely to cheat and they feel more guilt associated with cheating than other students (Dickey 2015).

Facets of narcissism that have been investigated to establish a relationship with academic dishonesty are the desire for power, exhibitionism and an elevated self-concept. The relationship between exhibitionism and academic misconduct indicates that exhibitionists are willing to resort to cheating as a means of feigning academic superiority; while the power and self-concept aspects of narcissism are not found to be predictors of academic dishonesty. Another personality trait, that of self-confidence, is negatively correlated with academic dishonesty as students with high levels of self-confidence are less likely to engage in academic dishonesty (Dickey, 2015).

2.3.4 Differing views of cheating behaviours

Faculty members and students have different perceptions of the behaviour that constitutes cheating. Students most of the time do not understand the practices that constitute cheating, and this may result in unintentional or intentional cheating. In one study conducted, 23% of the students do not understand when it is necessary to reference or cite a source, and a number of them who report cheating thus increases by 14% after they are adequately informed of what constitutes cheating behaviour (Dickey, 2015).

Students perceive discussing a take-home test with peers as cheating, but are not able to identify examples of plagiarism and are therefore less likely to characterise it as cheating. Students do not consider working collectively on individual assignments or studying from an old copy of an exam to be cheating, and students who do not recognise specific acts as cheating are more likely to cheat (Dickey, 2015).

Dickey (2015) reports that faculty members and students together agree that stealing an exam key is blatant behaviour and the more blatant the behaviour, the less the likelihood to engage in the act. Some of the students perceive using forbidden notes during an exam as acceptable behaviour as it is just using the resources available to them, while others do not perceive collaboration as a form of cheating, as this is a skill that is required in the business world. However, other students value academic integrity and desire to see a stronger institutional response to cheating. Students thus define academic dishonesty differently, so Dickey (2015) suggests that students be better educated regarding the common cheating behaviours as a first step to reduce cheating.

2.3.5 Faculty factors

Higher education institutions (HEIs) are places where students are prepared for the diverse needs of life and societal issues. For a long time university students have not only been a source of pride for their families but for society at large, and society has certain expectations of students. Society at large expects fairness, honesty and impartiality amongst students,

instructors and higher education institutions. Moreover, society expects very high academic integrity, yet academic dishonesty has reached alarming proportions in most HEIs, creating cynicism and an erosion of trust. HEIs end up producing corrupt, less competent and unethical manpower, and some lecturers and other instructors have even been caught in action while collaborating with cheaters. The HEIs are expected to prepare knowledgeable, skilled and attitudinally mature graduates in numbers that are demand-based, with a proportional balance of fields and disciplines represented, so that the country can become internationally competitive. Dishonest students, however, are unable to fulfil this requirement (Feday, 2017).

Feday (2017) further indicates that nurse educators, as gatekeepers of the profession, place emphasis on excellence in student performance. Nursing is dynamic as it is, and it becomes more complex day-by-day. Despite nursing's complexity, the faculty expects the students to master more content within a four year program and this results in students having inadequate time to prepare for course requirements; students therefore end up engaging in cheating to pass the course. The faculty has to ensure that the workload is reasonable, relevant and facilitates learning to discourage dishonest behaviour.

From previous studies, it is proven that some institutions don't teach students their policies regarding academic dishonesty; therefore, some students are not even aware of the consequences of academic dishonesty. Nurse Educators do, however, use more techniques to discourage cheating during examinations than do faculties with other disciplines. Nursing endorses assigning seats to specific students and moving seats apart during examinations. Using multiple test forms and not repeating the exam papers is also advocated. Students are made to leave their belongings at the front of the examination room, but studies prove that cheating still remains high amongst nursing students (Woith et al., 2012).

Simpson (2016), further indicates that universities and faculties are not serious in enforcing academic cheating penalties. There is a blame game where university lecturers believe that students engage in academic dishonesty because they are lazy, while on the other hand students blame their professors for not teaching them about the various types of cheating. Some universities do assist students in understanding academic dishonesty by adopting a clear definition of the term, defining academically dishonest behaviour and establishing a consistent

process for addressing academic dishonesty. Moreover, the HEIs enforce policies related to academic dishonesty, although it sometimes becomes difficult when the administrators or faculty members and students have differing cultural backgrounds. For an example, collectivist cultures are more likely to tolerate cheating as helping other students during examinations is accepted and encouraged. Faculties need to provide curricula that integrate moral and ethical issues and prepare students to practice according to an accepted code of profession practice.

2.3.6 Fostering academic integrity

Sasso et al. (2016) Suggest that nursing faculties teach students about academic and nursing integrity, implement strategies to prevent cheating, and have zero tolerance for cheating. Simpson (2016) opine that facilitators need to plan how to facilitate the transition of students from other countries into their faculties. During this transition process, the academic standards regarding higher education academic dishonesty must be stressed. Materials with academic dishonesty information should be mailed to students before they come to the college/university, and be provided during orientations and in their meetings with student advisors. This information should also be posted on the college/university's website and be addressed when supporting student visas applications.

Staff need to have clear mission statements, initial and ongoing marketing strategies, admission processes, policies, assessment practices, curriculum design and professional development for staff and the faculty. The institutions must develop clear policies to promote AI and enable the international students to adjust to the academic standards of their course work. The faculty must consider the diverse needs and norms of the international students by developing clear policies on academic dishonesty. The students, faculty and staff need to be responsible for the creation, implementation, and any modification of the policies that arise (Simpson, 2016).

An effective policy should include a statement informing the community of the importance of AI, specifications of academically dishonest behaviours, information on resolution procedures,

specific consequences, remediation or prevention programs and record keeping. The institution needs to appoint a person who is responsible for implementing the academic policies, who can openly communicate the policies to the campus community, provide and manage training on academic dishonesty and assist the community members by implementing the AI. Dickey (2015), however, argues that attaching a university policy regarding cheating to a course syllabus is not effective in deterring cheating. Students instead need to be supported while in class so as to understand the meaning of academic dishonesty. This means clearly articulating, orally and in writing, acceptable behaviours and the consequences of academic dishonesty.

Faculty members should also take the appropriate steps to reduce academic dishonesty in the classroom, such as asking students to clear their desks before commencing and not to use internetbased devices during tests and examinations. Faculty members should clarify which behaviours are considered dishonest and emphasise the importance of asking questions and utilising office hours to discuss course material (Simpson (2016). The faculty must address peer influence and help students to manage the peer pressure. Again, the faculty members have to develop teaching strategies that allow collaborative opportunities and distinguish the difference between when group and independent work is allowed. There should be a peer support program where cultural norms are taken into consideration, but where students are equipped with tools that allow them to maintain their cultural identities without becoming academically dishonest (Simpson, 2016). Dickey (2015) similarly, indicates that faculty members have the ultimate responsibility for maintaining AI in the classrooms.

Educators are to be more vigilant and proactive in catching and punishing cheaters. Students believe that faculty members are important contributors to ethics education and therefore have to intervene in this regard. Dickey (2015) cites an incidence where a student complained that instructors spent exam time reading the newspaper instead of monitoring the students, thus giving students a better chance of cheating, as an example to illustrate this point. In another incident a student was threatened when asked to invigilate an exam; the student contacted their professor, who failed to address the issue. Most researchers find that students are more likely to cheat when assignments are perceived to be less important, unclear or boring. Therefore, faculty members need to be more creative when assessing their students to promote student integrity. The faculty should clearly define cheating for students, emphasise the importance of

academic integrity and employ effective classroom management techniques. Educators need to always be available for students to answer their questions and need to pay more attention to the motives for cheating and less to the act itself. Educators ought to invest resources in engaging students and manage the learning environment better (Dickey 2015).

Woith et al. (2012), adds that nursing faculties should socialise the nursing students by teaching and role modelling integrity and ethical values. Setting standards and putting processes in place demonstrates the importance of integrity in nursing practice. The Nursing Educators should make the discussion of ethical conduct a part of the course and use every opportunity to role model professional behaviour by referencing the work of others in lectures and on handouts. Due to the large amount of content that students must master, nursing institutions are advised to include discussions on time management, to allow students adequate time to prepare to avoid them cheating. Faculties should be encouraged to use honor codes or honesty pledges, and be advised to post them in prominent places. The faculty should include position statements on academic integrity in the course syllabus and it should be standardised across the nursing program.

Policies on academic integrity should be explained to the students and be consistently enforced by the lecturing staff and the academic institution. These policies should also include sanctions that are severe enough to deter students from engaging in dishonest behaviour. The faculties may be negatively impacted on several levels when they report cheating, so the academic administrators must support the faculties when they undertake the difficult process of reporting academic dishonesty (Woith et al., 2012). Simpson (2016), adds that students need to understand and accept the academic integrity policies because if they know and understand the institutional policies they are less likely to cheat than those students who do not have knowledge and insight of these policies.

Simpson (2016:5) has developed ten principles of academic integrity to be used in faculties and classrooms, namely:

- 1 Recognise and affirm academic integrity as a core institutional value.
- 2 Foster a lifelong commitment to learning.

- 3 Affirm the role of the teacher as guide and mentor.
- 4 Help students understand the potential of the internet and how that potential can be lost if online resources are used for fraud, theft and deception.
- 5 Encourage student's responsibility for academic integrity.
- 6 Clarify expectations for students.
- 7 Develop fair and creative forms of assessment.
- 8 Reduce opportunities to engage in academic dishonesty.
- 9 Respond to academic dishonesty when it occurs.
- 10 Help define and support campus-wide academic integrity standard.

As a way of improving academic standards in Nigerian Universities, Prof. Okebukola also advocates ten steps. These include:

1. Developing a university policy/code on academic integrity.
2. Wide dissemination of the policy.
3. Conducting university-wide workshops on the policy.
4. Securing signatures of staff and students as endorsement and agreement with the provisions of the policy.
5. Setting up a unit on academic integrity.
6. Rewarding and celebrating exemplary staff and students.
7. Procuring periodic updates and widely using plagiarism software.
8. Confirmation of non-plagiarism.
9. Including concepts of academic integrity in the general studies program.
10. Sanctioning erring students and staff (Aluede 2006:97).

Simpson (2016), further identifies strategies to spot cheating during examinations:

1. Educators should use strict invigilation, where invigilators walk up and down the aisles and make eye contact with all the students.
2. Students must not be allowed to keep personal items at their desks.

3. All forms of electronic equipment should be disallowed. If calculators are necessary for the examination, the memories should be cleared before entering the examination room.
4. The examination questions should be changed frequently
5. The code of honor must be on the examination papers to remind students of academic integrity during examinations.
6. Students should always be informed about the policies regarding academic dishonesty and the consequences of cheating.
7. Students need to know what constitutes plagiarism and emphasise what needs to be taught about proper referencing, paraphrasing and the use of internet information.
8. Support services should be given to students who are at risk for cheating and students with study problems because they are more likely to engage in cheating.

Simpson (2016) suggests that at risk students be given manageable amounts of course work as most studies show that the main reason for cheating is the large amount of work that they are expected to master within a short period of time. Students should be able to redo assignments to improve their grades, and continuous assessment affords students better chances of passing at the end of the academic year. Student nurses should practice nursing with honesty and integrity. Lecturers should role-model ethical decision making behaviour in the classrooms and reinforce it by applying ethical standards and expecting ethical behaviour in the classroom. Students who internalise ethical behaviour in the classroom will transfer that behaviour to the workplace.

Simpson (2016) suggest that values and ethics should be displayed within the institutional leadership, starting with top management when leaders model ethics and integrity, and when the culture of the organisation is subject to change. When students a feel sense of connectedness to their environment they are less likely to engage in academically dishonest behaviours. Members of the campus community often take note of how leaders display themselves in public and private settings. When leaders act with integrity and exemplify model behaviour, members of the organisation are more likely to follow suit. There are, however, incidences where Nurse Educators view the management of academic dishonesty as an 'enormous burden', for it damages the educator - student relationships, involves the risk of

damage to their personal and institutional reputations and leaves them traumatised. As a result these lecturers are reluctant to address academic dishonesty and this has a bad impact on the institution but other unaffected educators feel that they would address it again if necessary.

Lecturers are expected to apply or implement institutional policies consistently to ensure that every incident of academic dishonesty is judged as a serious transgression of academic integrity. It is also the responsibility of Nursing Educators to role-model the required behaviour of high academic integrity for nursing students to be socialised into the acceptable nursing value system. The Chinese government has increased efforts to establish academic norms and combat academic dishonesty by developing standards, increasing awareness through public forums and programs and encouraging collaboration across universities. This has resulted in some universities in East Asia establishing units to address academic dishonesty on their respective campuses (Theart and Smit, 2012a). The nursing students should be taught that in nursing writing is important work, it reinforces nursing competencies. Students need to analyse and synthesise the information shared by others. Though this takes time and dedication, at the end it has its rewards (Smith, 2016).

2.4. Control of academic dishonesty

2.4.1. Honour codes

A formalised honour code has been found to be a powerful tool for encouraging academic integrity on campus and many campuses have instituted honor codes. Students who express a commitment to an honour code are less likely to engage in cheating (Dickey 2015). (Theart and Smit, 2012a) share the same view and point out that cheating is significantly higher in institutions where there are no codes of honour, when compared to those which have such codes. These authors (Theart and Smit, 2012a) also recognise that a pledge of honour, reporting dishonest behaviour and judiciary action plays an important role for peers in an academic environment where cheating and dishonesty are taken as unacceptable behaviour.

The mere existence of a code of honour, however, does not guarantee a culture of strong academic integrity unless the code of honour is valued by teaching staff and is properly implemented and embedded in the student culture. Dickey (2015) argues that students remain

unconvinced of the merit of an honour code; only 40% of faculty members and students agree that having an honour code does not reduce the amount of cheating. In most instances the honour code is printed in a college catalogue where few students read it and it thus has little effect. Neither taking an online academic integrity tutorial or signing a pledge has any real effect; instead the most impactful honour codes are those ingrained in the campus culture (Dickey, 2015).

Honour codes become more effective when student rewards such as self-proctored exams are emphasised, rather than student punishment for code violations. Students become more committed when they are involved in policy making that promotes academic integrity rather than them being punished. Students express fears of making enemies or being responsible for the expulsion of another student, because an honour code typically includes a statement that any observed violations of the code will be reported. Dickey (2015) reports of one modified honour code where there is a student honour code committee. This student committee has an impact on the campus culture and it positively impacts student expectations and behaviours related to academic integrity.

Theart and Smit (2012a) identify two elements which are critical to the success of these codes; being that the academic institution has to implement strategies to make students aware of the high priority of academic integrity at the institution, and that students have to be involved in the judicial system that manages incidents that undermine the academic integrity and breach the code of honour. Theart and Smit (2012a), add that a code of honour alone is not enough to address all forms of academic dishonesty; other strategies also need to be considered, such as academic integrity policies and students have to be taught about what constitutes unacceptable academic behaviour, with special attention paid to plagiarism.

2.4.2. Examples of student plagiarism

- Copying material without quotation marks and in-text citations and referencing.
- Paraphrasing content without an in-text citation and/or referencing.
- Copying ideas, words, exam answers or sharing work with others when individual work is required.
- Using another's paper in whole or in part.

- Allowing another student to use one's own work.
- Resubmitting one's own course work (self-plagiarism).
- Falsifying references or bibliographies.
- Getting help from another person without faculty knowledge or approval.
Purchasing, borrowing or selling content with the intent of meeting an academic requirement for oneself or others (Smith 2016:17-19).

2.4.3 Prevention of plagiarism

Faculties, nursing programs and schools need to implement plagiarism defeating policies, procedures and strategies. Penalties for plagiarism need to be exact, clearly written and universally applied and enforced. Honest students perceive unpunished plagiarism as unfair and it implicitly encourages this dishonest behaviour. Nursing students who actively participate in the creation of honour codes, honour contracts and academic dishonesty policies and procedures feel greater commitment to them. Therefore, nursing faculties should invite student representation at all levels of the creation and review of the plagiarism policy. Students who have a clear understanding of plagiarism and the procedures and penalties are better prepared to identify when and how plagiarism occurs. Educational interventions must teach students when and how to reference standard written materials such as books and journal articles; how to use and cite primary and secondary sources correctly; and how to cite online blog, posts, forums podcasts, music, emails, class lectures and slide presentations (Smith, 2016).

Besides education and positive modelling, one of the most effective deterrents to plagiarism is the socialisation of students into the nursing profession. Unethical nursing students may evolve into unethical nurses. Success as a professional nurse depends on the knowledge and professional standards students gain while in school. Faculties therefore need to help students understand that diligent, ethical work will reap years of benefits for them, their parents and their employers. Students should master writing skills by attending additional writing courses, workshops and skill building sessions. They need to learn how to discriminate among sources and then cite and reference in the format required by their school and faculty. Students should ask their faculties for clarification and help, and use the school writing laboratory, writing tutors and study plagiarism policies and procedures. Students need to maintain the highest

possible ethical standards for themselves and their peers, and this includes a zero tolerance policy for creating, sharing or contributing to any plagiarised material. Students can use online plagiarism detection mechanisms to self-check all written assignments prior to submission, and implement time management strategies such as creating four or five self-imposed deadlines for progress on all writing assignments (Smith, 2016).

2.4.4 Defeating plagiarism: Strategies for nurse educators

(Smith 2016:17-19) suggests the following strategies to defeat plagiarism:

- Add plagiarism information to course syllabi and orientation.
- Regularly review plagiarism policies and procedures with students.
- Include a signed plagiarism free declaration with each assignment.
- Change assignment foci and formats between terms or semesters.
- Ensure easy access to face-to-face and online writing laboratories and tutors,
- Implement peer monitoring processes.
- Require students to submit work products or notes that demonstrate their effort and thought processes.
- Require benchmark work papers or outlines, summaries and bibliographies before the paper's due date.
- Consistently apply a clearly defined plagiarism penalty appeals process. There should be no statute of limitations on plagiarised work.
- Incorporate a zero-tolerance policy and skeptical attitude towards potentially plagiarised student assignments.
- When testing, use computers that have plagiarism preventing hardware and software.
- Be sure all exam questions are rotated frequently, and use questions that require a high level of critical thinking.
- Reduce or omit non-proctored online essay examinations.
- Implement oral examination whenever possible.

- Teach and encourage good time management, writing and study skills

2.4.5. Detecting plagiarism using manual search viz software

The detection of plagiarism, either using manual or automated software, provides a solution to internet plagiarism. In developing countries like Tanzania, lecturers are faced with the problem of the lack of automatic plagiarism detection systems and they are forced to use a manual detection system which is time consuming, uneconomical, ineffective, and it only serves a few documents. It detects verbatim plagiarism but it cannot establish the degree of plagiarism or the percentage of similarities that can be described as unacceptable in academia. The lecturers in the higher learning institutions without automatic plagiarism software are indebted to protect the integrity of the academia; therefore they have to react to the problem of plagiarism.

Computer technology is providing a positive contribution to address the weakness of manual plagiarism detection in academia. Automated plagiarism software is available, from those which are non-commercial to commercial software. Non-commercial plagiarism detection software can be used by teachers in developing countries, while commercial plagiarism detection used by teachers in developing countries uses engines such as Google, Web Wombat, and internet based options. Other software includes Plagware, Plagscan, Check for Plagiarism, Ithenticate, Plagiarism Detection Org., Academic Plagiarism, The Plagiarism Checker, Urkund, Dololoc and many others. Many higher learning institutions use Turn-it-in plagiarism detection software due to the quality of the feedback it provides when detecting plagiarism. Matched text is highlighted using colours, which also indicate the originating source of the match, providing good evidence of plagiarised work. Checking for plagiarism using software and websites is easy and readily available for faculties and students (Smith, 2016).

2.5. Conclusion

This literature review has provided an overview of the incidences of dishonest academic behaviours, the frequencies with which they occur, individual and contextual factors leading to such behaviours, the associated personality traits, differing views of academic dishonesty and the different types of dishonest behaviours, faculty factors leading to or causing nursing students and other students from different disciplines to engage in cheating and the prevention thereof. The following chapter will present research methodology used in this study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. Introduction

Research methodology refers to the plan for conducting the study (Burns and Grove, 2012). This chapter describes the research paradigm, research approach, research design, research setting, population, sample size and sampling techniques, data collection procedure, research instrument, data analysis, data management and ethical considerations.

3.2. Research paradigm

Guba and Lincoln (1994) described a paradigm as a set of basic philosophies or metaphysics that deal with ultimate or first principles. Research represents a world view that defines for its holder the nature of the world, the individual's place in it and the range of possible relationships to that world and its parts, as for example, cosmologies and theologies do. These philosophies are basic, logically because they must be accepted simply on principle of faith, nonetheless, there is no way to establish their ultimate truthfulness" (Guba and Lincoln, 1994). This was further confirmed by Creswell and Plano Clark (2007), who explained that a paradigm is the individual's view of the world which ultimately influences the design and conduct of their research. In short, a paradigm is a world view, a whole framework (individual's mental representation of a subject) of beliefs, values and methods within which research takes place. It is this world view within which researchers operate. It formulates a model for research processes. Brink (2012) emphasised that each researcher must decide what assumptions are acceptable and appropriate for the topic of interest and then use methods consistent with that paradigm.

This study aimed at analysing the perceptions of nursing students with regards to academic dishonesty in a selected nursing institution in KwaZulu-Natal followed a positivist paradigm, using a quantitative methodology. The choice of the positivist paradigm was based on the

premise that real events could be observed empirically and explained with logical analysis. The criterion for evaluating the validity of a scientific theory is whether the theoretical predictions are consistent with the information obtained using one's senses (Kaboub, 2008). According to positivism, science quantitatively measures independent facts about a single apprehensible reality (Healy and Perry, 2000). In other words, the data and its analysis are value-free and data does not change because it is being observed. That is, researchers view the world through a 'one-way mirror' to have a full understanding of the phenomena under study (Healy and Perry, 2000). Positivist ontology is founded on the grounds of empiricist traditions, on natural science, and discerns that social science has similar abilities to natural science. The positivist epistemology of objectivism described by Crotty (1998) emphasised that knowledge exists independently outside of the researcher's conscience. Marshall and Rossman (2006) dictated that the positivist learning outline undertakes that research can be value-free, with the researcher and researched unconnected in the research process. As a result, researchers seek to eliminate bias and produce objectivity in their studies.

This study was conducted under the guidance of positivist methodology which attempts to reduce truth to its smallest possible component and offers a presumed way of intervening to create a more desired outcome (Marshall and Rossman, 2006). Polit and Beck (2014) stated that a research paradigm is the set of common beliefs and agreements shared between scientists about how problems should be understood and addressed. Positivism is rooted in 19th century thought and is guided by philosophers such as Newton, Locke, Comte and Mill. A positivist paradigm is a traditional paradigm underlying a scientific approach. Positivists' fundamental assumption is that there is a fixed, orderly and unbiased reality that can be objectively studied and uncovered, and it is often associated with quantitative research (Polit and Beck, 2014).

The researcher administered questionnaires as the data collection tool to ensure the objectivity of the information.

3.3. Research approach

The most appropriate strategy for this study was a quantitative approach as the data obtained was to be measured in numbers. This was supported by Burns and Grove (2012), who defined a quantitative method as a systemic process in which numerical data was utilised to obtain

information about the phenomenon under study. A quantitative approach was used in this study for a number of reasons.

The quantitative approach used a systematic method to collect the information required, and this was followed by the statistical analysis of the data. Quantitative research tends to emphasize deductive reasoning, the rules of logic, and the measurable attributes of human experience, according to Polit and Beck (2014:149). Deductive reasoning is a process of developing predictions from general principles. It is not a source of new information; it is rather an approach to illuminating relationships as one proceeds from the general (an assumed truth) to the specific. A quantitative study uses a scientific approach to inquiry where a general set of orderly, disciplined procedures are used to acquire dependable and useful information (Polit and Beck, 2014), and this was what the researcher intended to do in this study.

3.4. Research design

“Research design is a blueprint for conducting a study. It maximizes control over factors that could interfere with the validity of the findings”, explain Burns and Grove (2012). It is the complete plan for answering research questions and achieving the objectives of the research.

Quantitative descriptive research design attempts to describe systematically a situation, problem, phenomenon, service or programme, or it provides information about say, the living conditions of a community, or it describes attitudes towards an issue. These designs describe what actually exists, determine the frequency with which it occurs, and categorise information. Descriptive research is the exploration and description of phenomena in real life situations (Burns and Grove, 2012). Sousa, Driessnack and Mendes (2007) stated that in descriptive studies the researcher observes, describes and documents various aspects of a phenomenon without manipulation of the variables or searching for causes and effects related to the phenomenon. The researcher utilised this approach because it described what could be empirically verified that already existed, thereby providing a basis for future research. In addition, Polit and Beck (2012) defined the research design as the overall plan of getting information on the question being studied and resolving some of the problems met during the

research process. Burns and Grove (2012) stated that the purpose of the research design is to achieve greater control of the variables, thus improving the validity of the study in examination of the study problem. For this study an exploratory descriptive survey was conducted. Polit and Beck (2014) stated that exploratory research is an extension of descriptive research. In descriptive research the researcher selects a specific event, condition or behaviour, makes observations and records of the phenomenon.

The final result of this investigation is a list, a catalogue, a classification or some other type of description.

Exploratory research, on the other hand, focuses on a phenomenon of interest, but pursues the questions: what factors influence, affect, cause or relate to this phenomenon? The aim is to establish the nature of the phenomenon, determine what is going on and establish what factors are related to the phenomenon. This design was appropriate for this study conducted to analyse the perceptions of nursing students with regards to academic dishonesty in a selected nursing institution in KwaZulu-Natal. An exploratory design was used to explore the facts which were related to the phenomenon under study, in order to obtain a richer understanding of this phenomenon (Polit and Beck, 2014).

3.5. Research setting

The study was conducted in the School of Nursing and Public Health at a selected higher education institution in KwaZulu-Natal. The school fell under the College of Health Sciences, and it was one of the largest Nursing Campuses in KwaZulu-Natal. The selected nursing campus offered different nursing courses at different course levels; both undergraduate and post graduate levels. The study focused on the four year program for the Bachelor Degree of Nursing, leading to registration as a Professional Nurse (SANC, Regulation No R1312).

3.6. Population of the study

According to Bryman and Bell (2006), population is the universe of units from which the sample is selected. These units may be people, animals, towns, regions, red blood corpuscles, or any other form of subjects under study. Burns and Grove (2010) affirm this by further denoting that the target population is the entire set of individuals or elements that meet the sampling criteria; or the complete set of persons or objects that possess some common

characteristics that are of interest to the researcher (Brink, 2012). Brink (2012) and Polit and Beck (2012) state that the population of a study is the entire group of subjects, persons, objects or elements that have the same characteristics of interest to the researcher. The target population of the current study was composed of 283 registered nursing students for the 2017 academic year and consisted of: 82 first year students, 80 second year students, 60 third year students, and 61 from the fourth year of study. Participants were from the Bachelor of Nursing program at the selected School of Nursing in KwaZulu-Natal because they fulfilled the characteristics of interest to the researcher in that they were exposed to theory practice.

3.7. Sample size, sampling techniques and procedure

Brink (2012) and Burns and Grove (2012) define sample size as the portion of the population selected by the researcher to represent the entire population, so that inferences can be made. All 283 nursing students registered in the first, second, third, and fourth years of the Bachelor of Nursing program in 2017 were considered as the sample of the study. According to Burns and Grove (2012) generalisation of the findings is better on a larger sample. The non-probability, convenience sampling method was used to recruit this study's participants.

According to Brink (2012) and Polit and Beck (2012), when using the non-probability convenience sampling technique, the researcher chooses the elements of the study who are available and ready at the right place and right time during the study period. With the assistance of the gatekeepers the potential participants were initially contacted to find out if they were interested in taking part in the research. The researcher then followed up with those who intimated that they were interested to do so, and prepared 283 questionnaires for distribution to these participants. The researcher then used non-probability sampling to select the sample as it was anticipated that some students would not be available when the questionnaire was distributed.

3.7.1 Inclusion criteria and exclusion criteria

According to Polit and Beck (2012), eligibility criteria are those that determine who may participate in the study and who must be excluded.

3.7.1.1. Criteria for inclusion

The criteria for inclusion were as follows:

- The undergraduates had to be registered for the Bachelor of Nursing program in the academic year 2017.
- The nursing students had to be willing to participate in the study.
- The nursing students had to be 18 years or older.

3.7.1.2. The exclusion criteria

Exclusion criteria are characteristics that eliminate a subject from being eligible to participate in a study explain Polit and Beck (2014). In this study, the exclusion criteria were as follows:

- Unwillingness to participate in the research study on the part of the nursing students.
- Unavailability of the students when the research instrument was distributed.
- Being under the age of 18 years.

3.8. Data collection instrument

A structured questionnaire was used; it was the most appropriate instrument to collect the data because:

- It was a quick way of obtaining data from a large group of people. It was less expensive in terms of time and money;
- A questionnaire is one of the easiest research instruments to test validity.
- The format was standard and was not dependent on the mood of the interviewer (Brink, Van Der Walt and Van Rensburg, 2012)

The researcher adapted questionnaires from Theart and Smit (2011). and Theart and Smit (2012), used in their study entitled “The status of academic integrity amongst nursing students at a nursing education institution in the Western Cape”. The choice of the questionnaire was guided by the research objectives of this study, the conceptual framework and the literature reviewed. The instrument was in simple English, which made it easier for the participants to complete it (Burns and Grove, 2005), and it was checked by experts from the School of Nursing.

A Sociodemographic data was to be collected to investigate the individual factors that could have influenced the academic dishonesty of the nursing students. This data included gender,

age, current year of training and the place where the nursing students stayed. This comprised Section A (items 1 to 4) of the questionnaire. Section B (items 5-24) covered the incidences and the frequency with which academic dishonesty was investigated, as well as the various contextual factors influencing the dishonest behaviour. Section Three (items 25-31) attitudes towards cheating. Section Four (items 32-35), Section Five (items 36-40), Section (items 41-48) factors that influence cheating behaviour. Section (items 49-54) prevention of cheating behaviour. Section (55-57) awareness of policies regarding academic dishonesty.

3.9. Data collection procedure

The researcher applied for permission to conduct the study from both the Dean and the Head of the selected School of Nursing in KwaZulu-Natal. The researcher also applied for ethical clearance from the Ethics Committee of the University of KwaZulu-Natal. After getting ethical approval and permission to conduct the study, the researcher contacted the coordinator of the Bachelor of Nursing Program to ask for permission to recruit the participants. The researcher then contacted the lecturers, requested and arranged suitable times to speak to their students to avoid disturbing the classes unduly. After obtaining permission, the researcher met with the potential participants in their classes and explained the purpose of the study to them.

The researcher explained to them that their participation in the study was voluntary and that they had the right to participate or to refuse, without fear of any negative consequences. They were also informed that if they agreed to participate, they still had the right to withdraw at any time if they felt uncomfortable, also without any negative consequences to them. These potential participants were given the opportunity to ask questions related to study. Thereafter, the researcher invited them to participate in the study. Those who accepted were given a written informed consent form to sign and the questionnaires were distributed to those who were available at that time. The researcher explained that no names should be written on the questionnaires, in order to preserve their confidentiality and anonymity.

Some participants opted to complete the questionnaire immediately, while others requested to take it home so that they could read through it carefully. Both options were acceptable to the researcher, and the researcher agreed to return to collect the completed questionnaires during their following class. Those participants who opted to complete the questionnaire immediately were then given time to read it and ask questions, and they then proceeded to complete the questionnaire. Once completed, the researcher collected all of the questionnaires containing the data required and thanked the participants for participating in the study. The researcher then returned the following day to collect the remaining completed questionnaires. This data collection process was conducted on every Monday, Tuesday and Thursday for a month, so as to recruit as many participants as possible and thereby gather as much data as possible. The researcher then waited until the participants had returned all of the questionnaires before analysing the data.

3.9.1. Validity and reliability of the instrument

3.9.1.1. Validity of the instrument

Brink (2012) defines the validity of the instrument as the quality of the instrument to measure accurately what it is supposed to measure, in the context in which it is applied. Validity refers to the extent to which the instrument measures what the researcher wants to measure. There are four major kinds of validity: face validity, content validity, and criterion related validity and construct validity. In this study the expected content was measured using two subtypes namely; face and content validity (Polit and Beck, 2014). The validity of the instrument used in this study referred to the variables that were related to the objectives of the study. The researcher adapted the questionnaires used by (Theart and Smit, 2012a) to measure the status of the academic integrity amongst nursing students in the Western Cape.

3.9. 1.2. Face validity

According to Polit and Beck (2012), face validity refers to whether the instrument appears to measure what it is supposed to measure. Burns and Grove (2012) state that the validity of the instrument can be established by looking at its structure. The instrument and research methodology were thus presented to the research supervisor and the panel of experts in nursing education for critique, and the suggestions they made were incorporated into the data collection

instrument prior to the data collection. The items on the questionnaire were matched against the research objectives and the theoretical framework, which was based on the self-efficacy theory.

3.9. 1.3 Content validity

Content validity is an assessment of how well the instrument represents all the components of the variables to be measured (Brink, 2012). This was achieved by examining the data collection instrument against the research objective and the research questions, and by including the concepts from the conceptual framework, with the aim of ascertaining that all the elements of interest in the study were covered

**Table 3.1: Content validity
Research objectives**

Research objectives	Research questions	3.9.1. Reliability	Conceptual framework Instrument's questions
Socio-demographic characteristics To describe the incidence of academic dishonesty amongst nursing students	Students' personal factors What are the incidence and frequencies of academic dishonesty amongst nursing students?	Age, gender, year of study, residential place Items. Incidences and frequencies of academic dishonesty	Q1,Q2,Q3 Q4 Q5,-Q24
To investigate the individual and contextual factors that have influence on nursing students.	What are the individual and contextual factors that influence academic dishonesty?	Items Factors and awareness of dishonesty by other students.	Q41,- Q48
To explore nursing students' awareness of policies regarding academic integrity.	What knowledge do nursing students have regarding policies on academic dishonesty?	Items Facilitator's factors teaching about polices. Academic regulations by facilitators	Q55-57

According to Brink (2012) and Polit and Beck (2014), an instrument's reliability is the consistency with which it measures the targeted attributes. Reliability is also concerned with the questionnaire's accuracy to reflect the true scores. In this study, reliability was measured using the Cronbach's Alpha coefficient, which is a method to evaluate the internal consistency of an instrument (Polit and Beck, 2014), with higher values reflecting higher internal consistency. Polit and Beck (2014) indicate that a score of at least 0.7 is needed to be an acceptable reliability coefficient. Consistency during data collection was enhanced by involving only the researcher in the collection of the data and by utilising the scheduled class time to ensure that the methods and procedures of data collection were the same for all the participants (Polit and Beck, 2012).

3.10. Ethical consideration

Brink (2012) states that ethical consideration is crucial in any research and it aims to protect the rights of the participants, avoid any harm to them and maintain honesty in the research. To adhere to ethical principles, the researcher designed the research in a valid and scientific way to ensure that the research yielded valid and reliable findings from which the community may benefit. Permission to conduct the study was obtained from the School of Nursing and Public Health and ethical clearance was requested from and granted by the Research Ethics Committee at the University of KwaZulu-Natal. To respect the rights of the participants, the researcher explained the purpose of the study to them and explained that participation in the study was voluntary and that they had the right to withdraw at any time if they were uncomfortable with the research and the process, without fear of negative effects. The researcher explained that the participants would not experience any harm by participating in the study. After providing all the necessary The researcher will subsequently destroy all of the saved data after five years, according to UKZN policy. The findings will be published in the form of journal articles and a report will be compiled and submitted to the School of Nursing and Public Health Sciences and the university library. A meeting will be arranged to give the feedback to the participants. information regarding the study, consent was obtained from those who voluntarily agreed to participate.

The researcher explained to the participants that the questionnaire would take about 20 minutes of their time to complete and that their anonymity and confidentiality would be respected by using codes on the questionnaires. Their names and student numbers would not appear anywhere on the questionnaires, so no one would be able to identify whose response was whose. Once the questionnaires were submitted, they would not be able to be withdrawn because they would not be identifiable. The participants were treated equally and the data was presented as it was collected, without modification. The data was kept safely in a locked area to which only the researcher and supervisor had access. The findings of the study will be used in a review process, with the view to maintaining quality and fair education.

3.11. Data analysis

Burns and Grove (2010) describe data analysis as the process whereby collected research data is reduced and organised with the purpose of drawing meaning from the data. Polit and Beck (2014)

define data analysis as the body of methods that help to describe facts, detect patterns, develop explanations, test hypotheses and which are used in all of the sciences Quantitative inquiries use numerical and statistical processes to answer specific questions and descriptive statistics are numbers used to describe a group of items. This is the result of counting or measuring attributes of the study population (Polit and Beck, 2014).

Quantitative data was generated and analysed to provide information on the perceptions of nursing students with regards to academic dishonesty at HEIs. The questionnaires were coded and the data was captured onto the Statistical Package for the Social Sciences (SPSS), Version 24, and checked to eliminate any mistakes. Numerical data was summarised by measures of central tendency and measures of variability such as mean, standard deviation, mode and median, range, minimum and maximum values, and range, according to whether the data was normally distributed or skewed. The distribution of the data was analysed by computing the Chi-square and t-Test (test of normality) results, in which values >0.05 were considered as a normal distribution of the data. Tables and figures were used to present the data using the SPSS, Version 24 software.

3.12. Data management

The data has been and will continue to be stored in a safe locked in the school of Nursing and Public Health, to which only the researcher and supervisor are allowed access. The analysed data on the SPSS software was stored safely and confidentially where it could only be accessed by a log in code that was known only to the researcher and supervisor. The data was also saved onto another hard drive, as a backup in case the researcher's personal computer crashed.

3.13. Data dissemination

Polit and Beck (2014) assert that no study is complete until it is shared with others. On completion of the study, the researcher circulated and shared this document with all the stakeholders that were involved. One copy of the study was to be kept in the University of KwaZulu-Natal's library and database to enable other researcher's to access the information, should the need arise. Another copy was to be kept by the researcher's supervisor. A copy of the study would possibly be

published as an article in an accredited nursing journal and the study results and recommendations could possibly be presented in the Nursing Managers' meetings, workshops, symposia and conferences.

3.14. Conclusion

This chapter focused on the research paradigm and approaches, the research design, the research instrument, and the validity and reliability of the research instrument. It also explained the research setting and the study population, the sampling and the sample size. It described how the data was collected, the methods used for the data analysis and the ethical considerations involved in the study. The data management and dissemination of the results were also explained. The following chapter will presents an analysis of the findings of the research

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS

4.1. Data analysis

This chapter presents an analysis of the findings of the research. A questionnaire was the primary source of data collection, and the SPSS package, Version 24 was used to organise and analyse the raw quantitative data. Descriptive statistics that described one variable at a time were used, that is the mean, and the unvaried standard deviation. Contingency tables and correlation indexes were used in which the frequencies of two variables were cross-tabulated. Relationships between the variables were established through co-relational procedures, and a p-value of <0.05 was considered as statistically significant.

4.2 Sample realisation

In a sample of 283 nursing students, only 226 in the sample returned completed questionnaires. This meant the response rate was 80% which, according to Polit and Beck (2012), was an acceptable response. The good response rate may have been attributed to the distribution of the questionnaires by the researcher personally, as suggested by Burns and Grove (2012).

4.2.1. Demographic characteristics of the respondents

These included the gender, the age, the year of study and the place of residence of the respondents.

4.2.2. Gender of the respondents

The findings from this study indicated that out of 226 respondents, the majority ($n=175, 77.4\%$) were females, compared to males at ($n=51, 22.6\%$). The minimum was 1, maximum 2. Standard deviation was .419. The mean was 1.23. See figure 4.1.

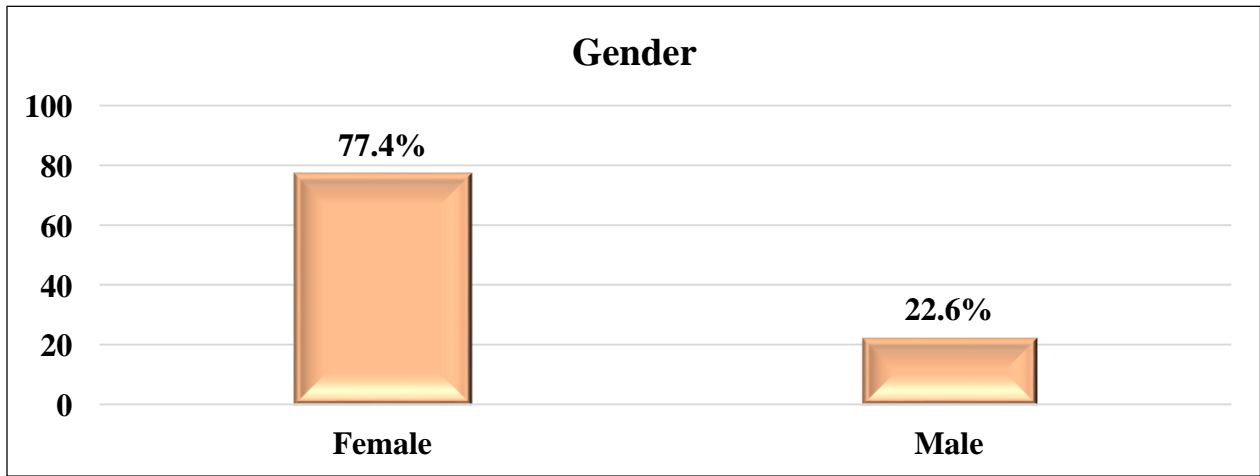


Figure 4. 1. Gender of the respondents

4.2.3 Age of the respondents

Of the 226 respondents who reported their age, it was found that the minimum age was 18 years, and the maximum age was 42 years. The mean age was 20.65 years, the median was 20 years and the mode was 19 years. The standard deviation was 3.210.

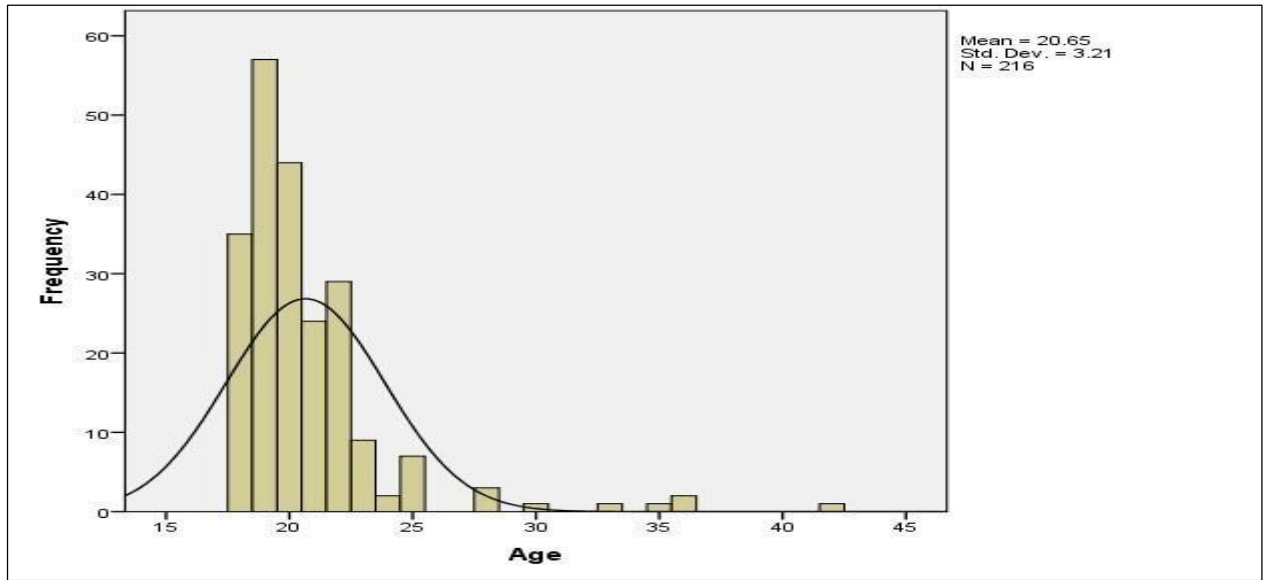


Figure 4. 2 Age of the respondents

4.2.4. The year of study of the respondents

The majority of the respondents (n=80, 35.4%) were in their first year of study, n=71 (31.4%) were in their second year, n=52 (23%) were in their third year and n=23 (10.2%) were in their fourth year. The mean was 2.08.

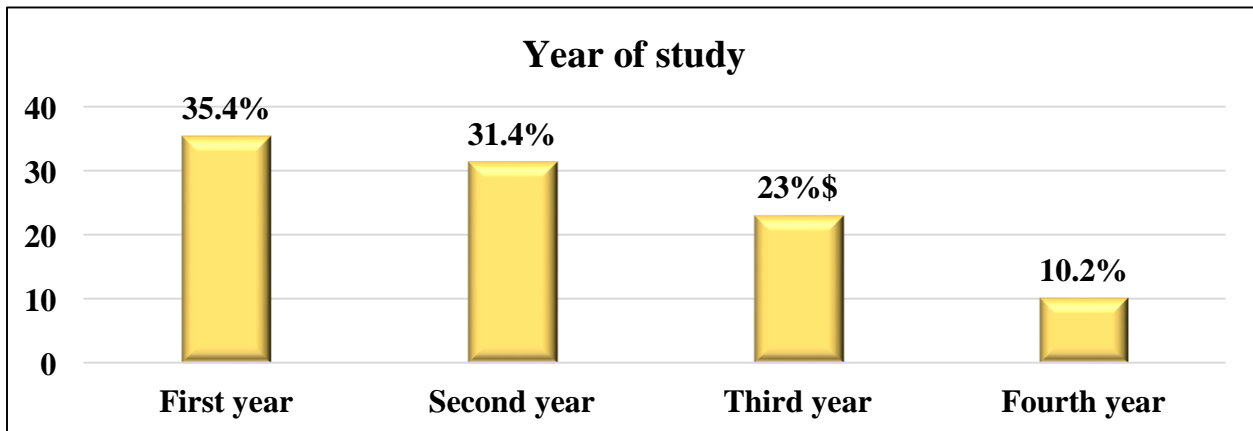


Figure 4. 3 The year of study of the respondents

4.2.5. Type of residence of the respondents

The majority of the respondents n=152 (67.3%) stayed in their school residence, while n=74 (32.7%) lived at home. The mean was 1.33.

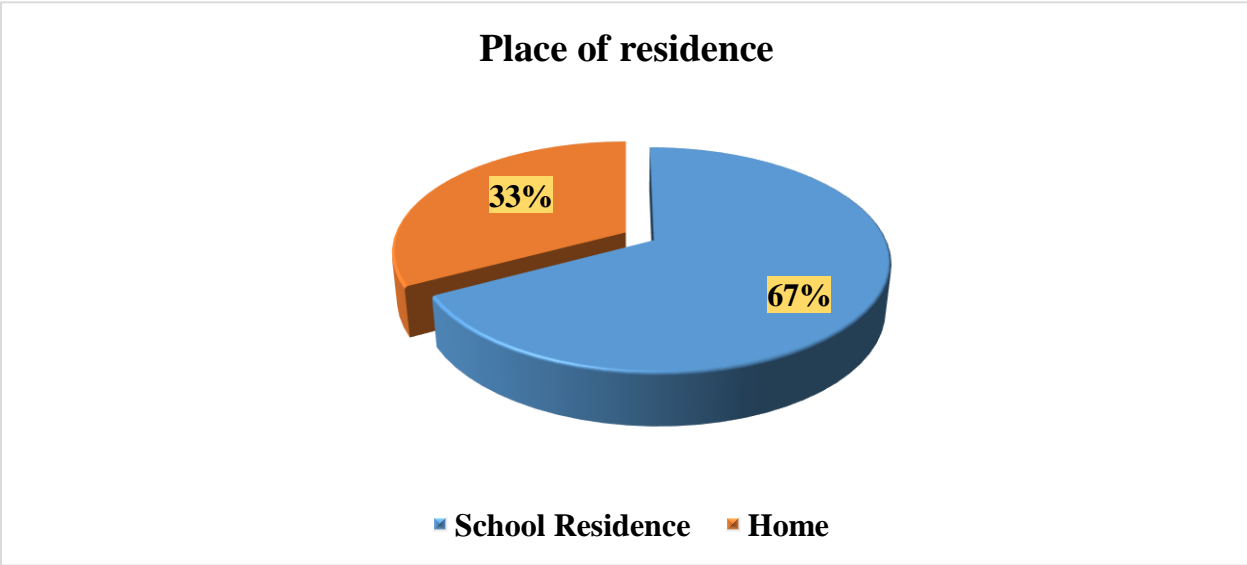


Figure 4. 4 Type of residence of the respondents

4.3. The incidences and frequency of academic dishonesty among the nursing students

The findings in this study showed that n=62 participants (27.6%) had never copied ideas from any sources (e.g. books, journals) without acknowledging the original author, n=34 (15.1%) had copied once, n=95 (42.2%) had copied more than once and n=34 (15.1%) had copied many times. The mean was 2.45.

The results showed that n=90 (40%) of the respondents had never copied word from word from any original sources (e.g. books, journals) and not used quotation marks, n=41 (18.2%) had copied once, n=77 (34.2%) had copied in this manner more than once and n=17 (7.6%) had done so many times. The mean was 2.09.

The results revealed that the majority of the respondents (n=80, 35.9%) had never worked together with one or more other students on a homework assignment that was supposed to be completed individually, while n=48 (21.5%) had engaged in this once, n=62 (27.8%) had engaged in this more than once and n=33 (14.8%) had engaged in this behaviour many times. The mean was 2.22.

The majority of the respondents n=139 (62.6%) indicated that they had never used material from another student's paper without acknowledging the original author, n=35 (15.8%) had used another's material once, n=34 (15.3%) had used another's material more than once and n=14 (6.3%) had used another's material many times. The mean was 1.65.

The results showed that n=192 (87.3%) had never submitted a paper written by someone else (e.g. a friend or relative) as their own, n=15 (6.8%) indicated having done so once, n= 09 (4.1%) had done so more than once and n= 04 (1.8%) had done so many times. The mean was 1.20.

The majority of the respondents (n=205, 93.2%) indicated that they had never submitted another student's work as their own, n=8 (3.6%) had done it once, while n=4 (1.8%) had done so more than once and n=3 (1.4%) indicated that they had, in fact, done it many times. The mean was 1.11.

In response the question regarding writing an assignment for someone else; the majority (n=183, 82.8 %,) had never done so, n=22 (10.0%) had done it once, n=12 (5.4%) had done it more than once and n=4 (1.8%) had done so many times. The mean was 1.26.

The results showed that n=186 (84.5 %) participants had never copied from another student during a test or examination, n=18 (8.2%) admitted to having copied once, n=11 (5.0%) had copied more than once and n=5 (2.3%) had been dishonest in this manner many times. The mean was 1.25.

The majority of the students (63.5%, n=141) had never allowed another student to copy from their work during a test or examination, n=40 (18.0%) had allowed this once, n=31 (14.0%) had allowed this to happen more than once and n=10 (4.5%) admitted that they had allowed it many times in the past. The mean was 1.59.

The majority of the study participants (n=208, 94.5%) had never brought unauthorised crib notes into a test or examination, n=8 (3.6%) indicated that they had done so once, n=1 (0.5%) had done it more than once and n=3 (1.4%) admitted to have done this many times. The mean was 1.08.

Of the respondents, n=209 (95.0%) had never used unauthorised crib notes during a test or examination, n=7 (3.2%) had used them once, n=3 (1.4%) had used such materials more than once and n=01 (0.5%) admitted to using them many times. The mean was 1.07.

The results showed that n=153 (69.2%) of the respondents had never given another student an answer in a test or examination with the help of a signal, n=35 (15.8%) however, had done it on one occasion, n=28 (12.7%) had done so more than once and n=5 (2.3%) had done so many times. The mean was 1.48.

The results showed that n=203 (91.9%) students had never lied about medical or other circumstances to defer a test or examination, in order to have more time to study for it. Of the other respondents, n=11 (5.0 %) admitted to having done it once, n= 06 (2.7%) to having done it more than once, and n=01 (0.5%) admitted to having done it many times. The mean was 1.12.

It was evident that n=168 (76.7%) had never engaged in dishonesty when completing their practical workbooks, while n=31 (14.2%) had been dishonest once, n=17 (7.8%) had been dishonest on more than one occasion, and n=3 (1.4%) admitted to having been dishonest many times. The mean was 1.34. Refer to Table 4.1 below.

Table 4. 3. The incidences and frequency of cheating behaviour

Incidences and frequency	Never		Once		More than once		Many times		Mean
	1		2		3		4		
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	
How often have you:									
Copied ideas from any sources (e.g. books, journals) without acknowledge the original author?	62	27.6	34	15.1	95	42.2	34	15.1	2.45
Copied word for word from any original sources (e.g. book, journals) and not used quotation marks?	90	40	41	18.2	77	34.2	17	7.6	2.09
Worked together with one or more other students on a homework assignment that was supposed to be done individually?	80	35.9	48	21.5	62	27.8	33	14.8	2.22
Used material from another student's paper without acknowledging the original author?	139	62.6	35	15.8	34	15.3	14	6.3	1.65
Submitted a paper written by someone else. (e.g. a friend or relative) as your own?	192	87.3	15	6.8	9	4.1	4	1.8	1.20
Submitted another student's work as your own?	205	93.2	8	3.6	4	1.8	3	1.4	1.11
Written an assignment for someone else.	183	82.8	22	10.0	12	5.4	4	1.8	1.26
Copied from another student during a test or examination?	186	84.5	18	8.2	11	5.0	5	2.3	1.25
Allowed another student to copy from your work during a test or examination?	141	63.5	40	18.0	31	14.0	10	4.5	1.59
Brought unauthorised crib notes into a test or examination?	204	94.5	8	3.6	1	0.5	3	1.4	1.08
Used unauthorised crib notes during a test or examination?	209	95	7	3.2	3	1.4	1	0.5	1.07
Given another student answers in a test or examination with the help of a signal?	153	69.2	35	15.8	28	12.7	5	2.3	1.48
Lied about medical or other circumstances to defer a test or examination in order to have more time to study for it?	203	91.9	11	5.0	6	2.7	1	0.5	1.12
Been dishonest in any way when completing your practical workbooks?	168	76.7	31	14.2	17	7.8	3	1.4	1.34

4.4. Awareness of the involvement of other students in cheating behaviour

The results revealed that the majority of the respondents (n=94, 42.5%) had never seen another student copy from someone else during a test or an examination, while n=51 (23.1%) had seen this happen more than once, n=42 (19.0%) had seen copying behaviour once, and n=34 (15.4%) had seen another student copy from someone else during a test or an examination on many occasions.

The mean was 2.11.

The results indicated that n=134 (60.6%) students had never witnessed another student bringing unauthorised crib notes into a test or examination venue, n=35 (15.8%) had witnessed this behaviour more than once, n=30 (13.6%) had seen it done once and n=22 (10.0%) had witnessed it many times. The mean was 1.75.

It was revealed that n=208 (52.9%) of the study participants had never seen another student helping someone to cheat in a test. Of all of these students, n=45 (20.4%) had seen a peer cheat more than once, n=33 (4.9%) had only seen a peer cheat once and n=26 (11.8%) had seen their peers cheating in this way many times. The mean was 1.91.

It was evident that n=138 (62.2%) of the study participants had never seen anyone use unauthorised crib notes during a test or examination, while n=41 (18.5%) had seen this more than once, n=23 (10.4%) had seen this many times and n=20 (9.0%) had only seen this once. The mean was 1.77.

It was indicated that n=103 (46.6%) were aware of other students never having allowed someone else to copy part of or the whole of their assignment, n=58 (26.2%) had seen this being allowed more than once, n=30 (13.6%) had seen it being allowed once, and n=30 (13.6%) were aware of fellow students who had allowed it many times. The mean was 2.07.

It was shown that n=127 (57.2%) of them had never seen a fellow student being dishonest when completing his/or her practical workbook, n=42 (18.9%) had seen this dishonesty more than once,

n=38 (17.1%) had seen it happen many times, and n=15 (6.8%) had only ever seen a fellow student being dishonest once. The mean score was 1.96.

Table 4. 4 Awareness of the involvement of other students in cheating behaviour

	Never	Once	More than once	Many times	Mean				
How often have you been aware of another student:									
Copying from someone else during a test or an examination?	94	42.5	42	19.0	51	23.1	34	15.4	2.11
Bringing unauthorised crib notes into a test or examination venue?	134	60.6	30	13.6	35	15.5	22	10.0	1.75
Using unauthorised crib notes during a test or an examination?	138	62.2	20	9.0	41	18.5	23	10.4	1.77
Helping someone to cheat in a test?	117	52.9	33	14.9	45	20.4	26	11.8	1.91
Allowing someone else to copy part of, or their whole assignment?	103	46.6	30	13.6	58	26.2	30	13.6	2.07
Being dishonest when completing his/her practical workbook?	127	57.2	15	6.8	42	18.9	38	17.1	1.96

4.5. Attitude towards cheating

The results showed that the majority (n=84, 38.4%) strongly disagreed, n=54 (24.7%) disagreed, n=73 (33.3%) agreed and n=8 (3.7%) strongly agreed that cheating was sometimes justified when a close friend asked for help. The mean was 2.02.

The results showed that n=91 (41.2%) strongly agreed and n= 63 (28.5%) disagreed that cheating was sometimes justified in order to succeed academically; while a further n=55 (24.9%) agreed and n=12 (5.4%) strongly agreed that this was the case. The mean was 1.95.

When asked whether cheating was justified for reasons other than those stated above, n=76 (36.4%) strongly disagreed and n=64 (30.6%) disagreed, whereas n=59 (28.2%) agreed and a further n=10 (4.8%) strongly agreed that it was. The mean was 2.01.

The results showed that n=65 (31%) disagreed and n=58 (27.6%) strongly disagreed that other students would not disapprove if they found out that they had cheated, however, n= 72 (34.3%) agreed and n=15 (7.1%) strongly agreed with the statement. The mean score was 2.21.

When asked to respond to the statement that other students would not report a student if he or she had cheated, n= 94 (42.7%) agreed and n=48 (21.8%) strongly agreed, but n=42 (19.1%) disagreed and n=36 (16.4%) strongly disagreed. The mean was 2.70.

In response to the statement that they would not feel guilty if they cheated, n=116 (54.5%) strongly disagreed and n=54 (25.4 %) disagreed, n=28 (13.1%) agreed and n=15 (7.0%) strongly agreed. The mean was 1.73.

In response to the statement “using material from another author’s work without referencing it is not a serious offence”, the results were as follows: n=103 (47.7%) strongly disagreed and n=65 (30.1%) disagreed, while n=34 (15.7%) agreed and n=14 (6.5%) strongly agreed. The mean score was 1.81. See Table 4.5.

Table 4. 5. Attitude towards cheating

	Strongly disagree		Disagree		Agree		Strongly Agree		Mean
	Freq	(%)	Freq	%	Freq	%	Freq	%	
Students' attitude towards cheating									
In my opinion									
Cheating is sometimes justified when a close friend asks for help.	84	38.4	54	24.7	73	33.3	8	3.7	2.02
Cheating is sometimes justified to succeed academically	91	41.2	63	28.5	55	24.9	12	5.4	1.95
Cheating is sometimes justified for other reasons than above	76	36.4	64	30.6	59	28.2	10	4.8	2.01
Other students will not disapprove if they find out I had cheated.	58	27.6	65	31.0	72	34.3	15	7.1	2.21
Other students will not report a student if he or she cheated.	36	16.4	42	19.1	94	42.7	48	21.8	2.70
I will not feel guilty if I cheated.	116	54.5	54	25.5	28	13.1	15	7.0	1.73
Using material from another author's work without referencing it is not a serious offence.	103	47.7	65	30.1	34	15.7	14	6.5	1.81

4.6. Impact of peer pressure

The results showed that n=90 (40.9%) strongly disagreed and n=67 (30.5%) disagreed, while n=51 (23.2%) agreed and n=12 (5.5%) strongly agreed that peer pressure would cause them to allow other student to copy answers from their test or examination paper. The mean was 1.93.

The results showed that n=68 (30.6%) disagreed and n=59 (26.6%) strongly disagreed, but n=78 (35.1%) agreed and n=17 (7.7%) strongly agreed that peer pressure would cause them to help a friend who asked for assistance on an assignment that was supposed to be his or her own work.

The mean was 2.24.

The majority (n=84, 38.0%) strongly disagreed and n=76 (34.4%) disagreed, while n=52 (23.5%) agreed and n=9 (4.1%) strongly agreed that peer pressure would force them to allow another student to copy their assignment. The mean was 1.94.

The findings of this study revealed that n=95 (43.2%) strongly disagreed and n=82 (37.3%) disagreed that pressure would cause them to try cheating when they knew the other students got away with it. Of the remaining respondents, n=35 (15.9%) agreed and n=8 (3.6%) strongly agreed that they would give in to peer pressure on this. The mean score was 1.80.

Table 4. 6. Impact of peer pressure

	Strongly disagree		Disagree		Agree		Strongly agree		Mean
	1		2		3		4		
	Freq	(%)	Freq	(%)	Freq	(%)	Freq	(%)	
Peer pressure will cause me to:									
Allow another student to copy answers from my test or examination paper.	90	40.9	67	30.5	51	23.2	12	5.5	1.93
Help a friend who asks for my assistance on an assignment that I know is supposed to be his/her own work.	59	26.6	68	31.	78	35.	17	7.7	2.24
Allow another student to copy my assignment.	84	38	76	34.4	52	23.5	9	4.1	1.94
Try cheating when I know other students got away with it.	95	43.2	82	37.3	35	15.9	8	3.6	1.80

4.7. Actions taken by the students when they become aware of another student cheating.

The results showed that n=120 (53.8%) disagreed and n=55 (24.7%) strongly disagreed, but, n=44 (19.7%) agreed and n=4 (1.8%) strongly agreed with the statement that they would report a student to the lecturer if they saw them cheating in a test or examination. The mean was 1.99.

The majority of the respondents (n=118, 52.9%) disagreed and n=63 (28.3%) strongly disagreed, n=39 (17.5%) agreed and n=3 (1.3%) strongly disagreed with the statement that they would report a student to the lecturer if they knew that they had cheated in their assignment. The mean was 1.92.

The majority of the respondents n=112 (50.5%) disagreed and n=64 (28.8%) strongly disagreed, while n=38 (17.1%) agreed and n=8(3.6%) disagreed when asked to respond to the statement that they would threaten to report a student to the lecturer if they did not stop cheating,

The results revealed that n=89 (40.8%) disagreed, n=33 (15.1%) strongly disagreed, n=85 (39%) agreed, while n=11 (5.0%) strongly agreed that they would tell other students that cheating behaviour was occurring. The mean was 2.34.

The majority (n=98, 45.6%) disagreed and (n=38 (17.7%) strongly disagreed that they would not ignore cheating behavior, whereas n=62 (28.8%) strongly agreed and n=17 (7.9%) agreed that they would do so. The mean was 2.27. See Table 4.5 below.

Table 4. 7. Actions taken by students when they become aware of other students cheating

	Strongly disagree		Disagree		Agree		Strongly agree		Mean
	Freq	(%)	Freq	(%)	Freq	(%)	Freq	(%)	
When I become aware of another student cheating:									
I will report him/her to the lecturer when I see him/her cheating in a test or examination.	55	24.7	120	53.8	44	19.7	4	1.8	1.99
I will report him/her to the lecture when I know he/she cheated in his/her assignments.	63	28.3	118	52.9	39	17.5	3	1.3	1.92
I will threaten him/her with being reported to the lecturer if the cheating does not stop.	64	28.8	112	50.5	38	17.1	8	3.6	1.95
I will tell other students that cheating behaviour is occurring.	33	15.1	89	40.8	85	39	11	5.0	2.34
I will not ignore the cheating behaviour.	38	17.7	98	45.6	62	28.8	17	7.9	2.27

4.8. Factors that cause the cheating behaviour

The findings showed that the majority (n=100, 45.2%) agreed and n=81 (36.7%) strongly agreed, while, n=28 (12.7%) disagreed and n=12 (5.4%) strongly disagreed that pressure to succeed academically caused them to engage in cheating. The mean score was 3.13.

The results revealed that the majority (n=106, 48.2%) agreed and n=55 (25. %) strongly agreed but n=38 (17.3%) disagreed and n=21 (9.5%) strongly disagreed that fear of losing status amongst peers caused students to engage in cheating behaviour. The mean was 2.89.

When asked if the limited time they had to study caused students to cheat, n=87 (39.7%) agreed and n=58 (26.5%) strongly agreed, but (n=51, 23.3%) disagreed and (n=23, 10.5%) strongly disagreed that this was the case. The mean was 2.82.

The results of the response to the statement that the large amount of study material they had to master caused students to cheat were as follows: n=93 (42.7%) agreed and n=63 (28.9%) strongly agreed, however, n=37 (17%) disagreed and n=25 (11.5%) strongly disagreed. The mean was 2.89.

The results showed that n=106 (49.3%) of the participants agreed and n=55 (25, 6%) strongly agreed that they cheated because the material they had to study was difficult, while n=33 (15.3%) disagreed and n=21 (9.8%) strongly disagreed with this statement. The mean was 2.91.

In response to the statement that the students' attitudes towards assignments and tests caused them to cheat, the majority of the respondents (n=119, 54.3%) agreed and n=49 (22.4%) strongly agreed, while n=49 (22.4%) strongly agreed and n=35 (16.0%) disagreed with the statement. The mean was 2.92.

Findings revealed that n=105 (47.7%) agreed and n=64 (29.1%) strongly agreed that students cheated because they had to pay back their bursaries when they failed, but n=36 (16.4%) disagreed and n=15 (6.8%) strongly disagreed that this was a cause. The mean was 2.99.

In response to the statement that students cheated because other students got away with it: the majority (n=103 47.9%) agreed and n=48 (22.3%) strongly agreed that this was a cause. Of the remaining respondents, n=45 (20.9%) disagreed and n=19 (8.8%) strongly disagreed that this was a cause. The mean was 2.84. See the Table 4.6 below:

Table 4. 8. Factors that cause cheating behaviour

	Strongly disagree		Disagree		Agree		Strongly agree		Mean
	Freq	(%)	Freq	(%)	Freq	(%)	Freq	(%)	
In my opinion students engage in cheating behaviour because of:									
The pressure to succeed academically.	12	5.4	28	12.7	100	45.2	81	36.7	3.13
The fear of losing status amongst peers.	21	9.5	38	17.3	106	48.2	55		2.89
The limited time they have to study.	23	10.5	51	23.3	87	39.7	58	26.5	2.82
The large amount of study material they have to master.	25	11.5	37	17	93	42.7	63	28.9	2.89
The difficult learning material they have to study.	21	9.8	33	15.3	106	49.3	55	25.6	2.91
Their attitude towards assignments and tests.	16	7.3	35	16.	119	54.3	49	22.4	2.92
Having to pay back their bursary when they fail.	15	6.8	36	16.4	105	47.7	64	29.1	2.99
Other students getting away with it.	19	8.8	45	20.9	103	47.9	48	22.3	2.84

4.9. Prevention of cheating behaviour

When asked to give their opinion as to whether or not students who were caught cheating were severely penalised in the academic institution in question; n=86 (39.8%) agreed and n=68 (31.5%) strongly agreed that they were, while n=32 (14.8 %) strongly disagreed and n=30 (13.9%) disagreed. The mean was 2.88.

The results revealed that n=109 (50%) respondents agreed and n=37 (17%) strongly agreed that students would get caught if they cheated, but n=48 (22%) disagreed and n=24 (11%) strongly disagreed. The mean was 2.73.

In response to the statement “students are afraid to be caught cheating”; n=115 (52.5%) agreed and n=54 (24.7%) strongly agreed, however, n=29 (13.2%) disagreed and n=21 (9.6%) strongly disagreed. The mean was 2.92.

When asked to give their opinion on whether or not severe penalties would prevent students from cheating, n=107 (49.8 %) agreed and n=47 (21.9%) strongly agreed that they would, while n=39 (18.1%) disagreed and n=22 (10.2 %) strongly disagreed that they would. The mean was 2.83.

When asked to give their opinion on whether or not encouraging students to monitor peer behaviour would prevent students from cheating; n=114 (51.8%) agreed and n=41 (18.6%) strongly agreed that it would, whereas n=43 (19.5%) disagreed and n=22 (10%) disagreed that it would have this effect. The mean was 2.79.

The results revealed that n=112 (50.7%) agreed and n=39 (17.6%) strongly agreed that the introduction of the code of honour would prevent students from cheating, but n=44 (19.9 %) disagreed and n=26 (11.8%) strongly disagreed that it would have this effect. The mean was 2.74. See the Table 4.9.

Table 4.9 Prevention of cheating behaviour

	Strongly disagree		Disagree		Agree		Strongly agree		Mean
	Freq	(%)	Freq	(%)	Freq	(%)	Freq	(%)	
In my opinion:									
Students caught cheating are severely penalised in this academic institution.	32	14.8	30	13.9	86	39.8	68	31.5	2.88
Students will get caught if they cheat.	24	11	48	22	109	50	37	17	2.73
Students are afraid to be caught cheating.	21	9.6	29	13.2	115	52.5	54	24.7	2.92
Severe penalties will prevent students from cheating.	22	10.2	39	18.1	107	49.8	47	21.9	2.83
Encouraging students to monitor peer behaviour will prevent students from cheating.	22	10	43	19.5	114	51.8	41	18.6	2.79
The introduction of a code of honour will prevent students from cheating.	26	11.8	44	19.9	112	50.7	39	17.6	2.74

4.10. Awareness of institutional policies regarding cheating behaviour

The results showed that the majority of the participants (n=205, 94.5%) were aware of the policies in their institution regarding referencing but n=12 (5.5%) were unaware of them. The mean was 0.94. See Table 4.8 below.

Table 4. 10. Awareness of policies regarding referencing

Response category	Frequency (F)	Percentage	Mean
Yes	205	94.5	0.94
No	12	5.5	

The majority of the participants (n=201, 92.6%) were aware of the polices regarding student conduct in examination and assessment venues, but n=16 (7.4%) indicated that they were not aware of them. The mean was 0.93. See the Table 4.9.

Table 4. 11. Awareness of policies regarding student conduct in examination and assessment venues

Response category	Frequency (F)	Percentage	Mean
Yes	201	92.6	0.93
No	16	7.4	

The results showed that the majority (n=190, 87.6%) were aware of penalties regarding cheating behaviour while just n=27 (12.4%) were not aware of them. The mean was 0.88. See Table 4.10 below:

Table 4. 12. Awareness of penalties regarding cheating behaviour

Response category	Frequency (F)	Percentage	Mean
Yes	190	87.6	0.88
No	27	12.4	

Only the findings showing statistically significant relationships between variables have been presented

Table 4. 13. Cross-tabulation between gender and bringing unauthorised crib notes into a test or examination

		Brought unauthorised crib notes into a test or examination.				Total	Chisquare	df	p-value
		Never	Once	More than once	Many times				
What is your gender?	Female	166	2	1	2	171	13.866	3	.003
	Male	42	6	0	1	49			
Total		208	8	1	3	220			

The chi-square test was performed to test the relationship between gender and bringing unauthorised crib notes into a test or examination. The chi-square test value was 13.866; the df was 3 and the p value was .003 (2-sided), which was statistically significant. Thus there was a relationship between gender and bringing unauthorised crib notes into a test or examination.

Results from the test showed that 14% of the male respondents compared to 3% of the females respondents were bringing unauthorised crib notes into a test and examination; therefore males cheated more than females.

Table 4. 14. Which year of study are you in? Used material from another student's paper without acknowledging the original author: Cross-tabulation

Which year of study are you in? Used material from another student's paper without acknowledging the original author: Crosstabulation									
		Used material from another student's paper without acknowledging the original author.				Total	Chisquare	df	pvalue
		Never	Once	More than once	Many times				
Which year of study are you in?	First year	63	9	5	2	79	41.749	9	.000
	Second year	51	7	10	3	71			
	Third year	17	12	13	8	50			
	Fourth year	8	7	6	1	22			
Total		139	35	34	14	222			

The chi-square test was performed to test the relationship between the year of study and “used material from another student’s paper without acknowledging the original author”. The chi-square test value was 41.749 with the df: 9 and the p-value was.000 (2-sided), which was statistically significant. Thus, there was a relationship between the year of study and using material from another student’s paper without acknowledging the original author. The results showed that 59% of the respondents in their third and fourth years of study used material from another student’s paper without acknowledging the original author, compared to 24% of the respondents in their first and second years of study who did the same. This might be that the third and fourth year students had more difficult material to master and this resulted in their intentional or unintentional plagiarism.

Table 4. 15. Which year of study are you in? Copied from another student during a test or examination: Cross-tabulation

Which year of study are you in? Copied from another student during a test or examination: Cross-tabulation

		Copied from another student during examination.				Total	Chi-square	df	p-value
		Never	Once	More than once	Many times				
Which year of study are you in?	First year	68	4	3	2	77	17.204	9	<.046
	Second year	65	3	1	1	70			
	Third year	36	9	4	2	51			
	Fourth year	17	2	3	0	22			
Total		186	18	11	5	220			

The chi-square test was performed to test the relationship between the year of study and copying from another student during a test or examination. The chi-square test value was 17.204, with the df: 9 and a p-value of .046 (2-sided); which was statistically significant. Thus, there was a relationship between the year of study and copying from another student during a test or examination. The results from the test showed that 29% of the respondents in their third year of study copied, compared to 11.6% of the respondents in their first year, 7.1% of the respondents in their second year and 5% (least) of the respondents in their fourth year. In their third year, students started to be exposed to more and more difficult content which might have been the reason for the high rate of copying in this cohort. However, the first year students were less matured and lacked knowledge of the policies regarding academic dishonesty. In the fourth year cohort the copying rate was low; the more mature the students were less likely to copy and when they had acquired more knowledge and had better understanding they were also less likely to cheat. (Theart and Smit, 2012a).

Table 4. 16. Association gender and copying word for word from any original sources (e.g. books, journals) and not used quotation marks

	What is your gender?	N	Mean	Std.-deviation	T-test	df	p-value
Copied word for word from any original sources (e.g. books, journals) and not used quotation marks.	Female	174	2.02	1.006	-2.082	2.23	.038
	Male	51	2.35	1.036			

The independent T-test was computed to determine the association between gender and copying word for word from any original sources (e.g. books, journals) and not using quotation marks. The T-test result value was -2.082, with df: 2.23 and a p-value of .038 (2-sided), which indicated that there was a significant statistical association between gender and copying word from any original sources (e.g books, journals) and not using quotation marks. The results showed a mean score of 2.35 for the male respondents compared to a mean score of 2.02 for the female respondents, indicating that males copied word for word from original sources (e.g. books, journals) without using quotation marks more than females.

Table 4. 17. Association between gender and other students will not report a student if he/she cheated

	Gender	N	Mean	Std. deviation	T-test	df	p-value
Other students will not report a student if he/she cheated	Female	170	2.59	1.023	2.980	2.18	.003
	Male	50	3.06	.767			

The independent T-test was computed to determine the association between gender and other students will not report a student if he/she cheated. The T-test result value was -2.980, with df: 2.18 and a p-value of .003 (2-sided), indicating that there was a significant statistical association between gender and other students will not report a student if he/she cheated. The mean score of

3.06 for the male respondents compared to the mean score of 2.59 for the female respondents indicated that males were more inclined not to report other students for cheating.

Table 4. 18. Association gender and a student who will not feel guilty if he/she cheated

	Gender	N	Mean	Std. deviation.	T-test	df	p-value
I will not feel guilty if I cheated	Female	164	1.65	.891	-2329	211	.021
	Male	49	2.00	1.061			

The independent T-test was computed to determine the association between gender and other students will not feel guilty if he/she cheated. The T-test result value was -2.329, with the df: 211 and p-value of .021(2-sided), which indicated that there was a significant statistical association between gender and student not feeling guilty if he/she cheated. The mean score of 2.00 of the male respondents compared to the mean score of 1.65 of the female respondents indicated that males would not feel guilty if they cheated.

Table 4. 19. Association between gender and using material from another author's work without referencing it is not a serious offence

	Gender	No	Mean	Std deviation	T-test	df	p-value
Using material from another author's work without referencing it is not a serious offence.	Female	167	1.71	.872	-2.902.	214	.004
	Male	49	2.14	1.041			

The independent T-test was computed to determine the association between gender and using material from another author's work without referencing it is not a serious offence. The T-test result value was -2.902 with the df: 214 and a p-value of .004 (2-sided), which indicated that there was a significant statistical association between gender and a student using material from another author's work without referencing it is not a serious offence. The mean score of 2.14 for the male respondents compared to the mean score of 1.71 for the female respondents indicated that males more so than females strongly agreed and agreed that using material from another author's work without referencing was not a serious offence

Table 4. 20. Association gender and students’ attitudes towards assignments and tests

	Gender	No	Mean	Std. deviation	T-test	df	p-value
Their attitude towards assignments and tests	Female	169	2.99	.783	2.563	217	.011
	Male	50	2.66	.895			

The independent T-test was computed to determine the association between gender and students’ attitudes towards assignments and tests. The T-test result value was -2.563, with the df: 217 and a p-value of .011(2-sided), which indicated that there was a significant statistical association between gender and the students’ attitudes towards assignments and tests. The mean score of 2.99 for female respondents compared to the mean score of 2.66 for the male respondents indicated that females had a better attitude towards assignments and tests than their male counterparts.

Table 4.21. Association between gender and students will get caught if they cheat

	Gender	No	Mean	Std deviation	T-test	df	p-value
Students will get caught if they cheat	Female	169	2.66	.873	-2.304	216	.022
	Male	49	2.98	.829			

The independent T-test was computed to determine the association between gender and students getting caught when they cheat. The T-test result value was -2.304, with df: 216 and a p-value of .022 (2-sided), which indicated that there was a significant statistical association between gender and students getting caught when they cheated. The mean score of 2.98 for the male respondents compared to the mean score of 2.66 for the female respondents indicated that males were more of the opinion that they would get caught if they cheated than females were.

Table 4. 22. Association between academic level and worked together with one or more other students on a homework assignment that was supposed to be done individually

	Academic Level	No	Mean	Std. deviation	T-test	df	p-value
Worked together with one or more other students on a homework assignment that was supposed to be done individually.	First year	79	1.94	1.125	-2.400	148	.018
	Second year	71	2.37	1.059			

The independent T-test was computed to determine the association between the academic level and working together with one or more other students on a homework assignment that was supposed to be done individually. The T-test result value was -2.400, with the df: 148 and a pvalue of .018 (2-sided). This indicated that there was a significant statistical association between academic level and working together with one or more other students on a homework assignment that was supposed to be done individually. The mean score of 2.37 for the second year respondents compared to the mean score of 1.94 for the first year respondents indicated that second year students worked together on their homework assignments more than the first year students.

Table 4. 23. Association between place of residence and copied ideas from any source (e.g. books, journals) without acknowledging the original author

	Place of Residence	No	Means	Std deviation	T-test	df	p-value
Copied ideas from any sources (e.g. books, journals) without acknowledging the original author.	Residence	151	2.57	1.036	2.487	223	.014
	Home	74	2.20	1.047			

The independent T-test was computed to determine the association between place of residence and copying ideas from any source (e.g. books, journals) without acknowledging the original author. The T-test result value was -2.487, with the df: 223 and a p-value of .014 (2-sided), which indicated that

there was a significant statistical association between their place of residence and copying ideas from any source (e.g. books, journals) without acknowledging the original author. The mean score of 2.57 for the respondents staying in the school residence compared to the mean score of 1.94 for the respondents staying at home indicated that those in the school residence copied ideas from sources without acknowledging the original authors more than those who lived at home. The reasons for this might have been lack of knowledge of the fact that this was cheating or wanting to be considered as the owners of the information.

Table 4. 24. Association between place of residence and copying from someone else during a test or an examination

	Place of Residence	No	Mean	Std deviation	T-test	df	p-value
Copying from someone else during a test or an examination.	Residence	148	1.94	1.10524	-3.213	.219	.002
	Home	73	2.45	1.09343			

The independent T-test was computed to determine the association between the place of residence and copying from someone else during a test or examination. The T-test result value was -3.213, with the df: 219 and a p-value of .002 (2-sided), which indicated that there was a significant statistical association between place of residence and copying from someone else during a test or examination. The mean score of 2.45 for the respondents staying at home compared to the mean score of 1.94 for those staying in the school residence showed that those who stayed at home copied from someone else during a test or examination more than those in the school residence.

Reasons for this might have been limited time to study or other responsibilities at home.

Table 4. 25. Association between place of residence and severe penalties will prevent students from cheating

	Place of Residence	No	Mean	Std deviation	T-test	df	p-value
Severe penalties will prevent student from cheating.	Residence	144	2.95	.822	2.847	213	.005
	Home	71	2.59	.965			

The independent T-test was computed to determine the association between place of residence and severe penalties will prevent students from cheating. The T-test result value was 2.847, with the df: 213 and a p-value of .005 (2-sided), indicating that there was a significant statistical association between place of residence and severe penalties will prevent students from cheating. The mean score of 2.95 for the respondents staying in the school residence compared to the mean score of 2.59 for the respondents staying at home showed that those who stayed in the school residence were more of the opinion that severe penalties would prevent students from cheating than those staying at home.

Table 4. 26. Association between place of residence and encouraging students to monitor peer behaviour will prevent students from cheating

	Place of Residence	No	Mean	Std-deviation	T-test	df	p-value
Encouraging students to monitor peer behaviour will prevent students from cheating.	Residence	147	2.88	.775	2.135	218	.034
	Home	73	2.62	.995			

The independent T-test was computed to determine the association between place of residence and encouraging students to monitor peer behaviour will prevent students from cheating. The test result value was 2.135, with the df: 218 and a p-value of .034 (2-sided), which indicated that there was a significant statistical association between place of residence and encouraging students to monitor peer behaviour will prevent students from cheating. The mean score of 2.88 for the respondents staying in the school residence compared to the mean score of 2.62 for the

respondents staying at home showed that those who were staying in the school residence agreed more than those staying at home that encouraging students to monitor peer behaviour would prevent students from cheating.

Table 4.27: Association between place of residence and the introduction of the code of honour will prevent students from cheating

	Place of Residence	No	Mean	Std deviation	T-test	df	p-value
The introduction of the code of honour will prevent students from cheating.	Residence	148	2.87	.785	3.161	219	.002
	Home	73	2.48	1.015			

The independent T-test was computed to determine the association between place of residence and the introduction of the code of honour will prevent students from cheating. The T-test result value was 3.161, with the df: 219 and a p-value of .002 (2-sided), which indicated that there was a significant statistical association between place of residence and the introduction of the code of honour will prevent students from cheating. The mean score of 2.87 for the respondents staying in the school residence, compared to the mean score of 2.48 for the respondents staying at home showed that those who stayed in the school residence agreed more than those who stayed at home that the introduction of a code of honour would prevent students from cheating.

4.4. Conclusion

This chapter covered the presentation, analysis and interpretation of the findings. Descriptive and analytical analyses were done and the findings were presented using tables and figures. Analyses were done using different statistical tests such as the Chi-square and the Independent T- test, to test the associations between the variables. A significant level of $<.05$ was considered as statistically significant. The association between the demographic variables, the incidences and frequency of the academic dishonesty, the attitude towards cheating, the factors that contributed towards the cheating behaviour and the awareness of the institutional policies regarding cheating

behaviour was done and it was shown that some variables were associated and reported in this chapter, whereas those that were not associated were not reported here. The following and final chapter summarises the research findings, recommendations, limitations and conclusions reached with regards to the perceptions of nursing students on academic dishonesty.

CHAPTER FIVE

DISCUSSION OF THE FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the discussion of the findings, recommendations, the limitations of the study and the conclusion. To reiterate, the purpose of the study was to analyse and describe the perceptions of the nursing students with regards to academic dishonesty. The research objectives were 1. To describe the incidence and frequency of academic dishonesty amongst the nursing students 2. To describe the factors that have an influence on academic dishonesty amongst nursing students. 3. To explore nursing students' awareness of policies regarding academic dishonesty.

The findings are discussed below in relation to the research and the conceptual framework used in this study as well as the literature and previous studies on this topic. A quantitative exploration and descriptive design was used to conduct the research. A questionnaire was used as a data collection tool. Utilising a survey for its exploratory purpose allowed the researcher to obtain information relating to the perceptions held by nursing students with regards to academic dishonesty. A non-probability convenient sampling technique was used to obtain a sample of 283 nursing students at a selected university in KwaZulu-Natal. Only 226 of the 283 respondents in the sample returned completed questionnaires.

5.2. Discussion of the findings

5.2.1 Socio-demographic characteristics of the respondents

The findings of this current study showed that the majority of the respondents were females; 77% compared to 23% males. The findings were congruent with the findings of another study conducted in South Africa where the majority of the nursing students who were attending a four year nursing program in 2012 were females (Theart and Smit, 2012a). They were also similar to those of a study conducted in the United Kingdom (UK) where the majority of the nursing students (318 out of 350) were also females. The dominance of female nursing students is not surprising, since the nursing profession has historically been stereotyped as a profession from the time of Florence Nightingale (Mc Laughlin, et al., 2013) and males tend to avoid the profession due to the stereotypes associated with a woman's role in a patriarchal society (Zysberg and Berry, 2011). The majority of the United States of America's nursing staff were also females (Health and Services, 2012) as were Rwanda's, where 66% of the nurses were females (Ntateba, 2012). Wolfenden, (2011) asserted that the global imbalance in the nursing workforce started when Florence Nightingale elevated the status of nursing to a respectable profession for women; unintentionally there was marginalisation of the men in the profession.

The findings in this study showed that the minimum age was 18 years, and the maximum age was 42 years. This reflected the traditional ages of students attending university to obtain a bachelor's degree. The findings were similar to study that was conducted in the UK, where it was found that the median age of nursing students was 22 years of age. These studies were similar in terms of the age distribution of the respondents and revealed that nursing students were generally young. This might be good news for the nursing profession in South Africa, where currently two thirds of the nursing staff are over 40 years of age and will be retiring in next few years. The young incoming nurses will take over and replace those who retire (Ntateba, 2012).

In this study the majority of the respondents stayed in a school residence; 67% compared to 33% who were staying at home. This was similar to the study that was conducted in the University of Southampton in the UK, where Glasper (2016) asserted that in order for nursing students to attain character formation and professional morality they needed to be accommodated on a separate floor of the hospital, and this nurses' home became common place, with every training institution. This might be the reason why most of the respondents in this study were staying in the school residence.

5.2.2. The incidence and frequency of academic dishonesty amongst nursing students

For the purpose of gaining insight into the description of the incidences and frequency of academic dishonesty amongst the nursing students the findings in this study showed that the majority 72. % of the respondents had copied before while only about 28% of them had never copied ideas from any sources such as books or journals without acknowledging the original author. This was in consonance with Glasper (2016) who observed that nursing students were more likely to cheat than other university students who had been found plagiarising. This also echoed the study conducted by Theart and Smit (2012a) who stated that plagiarism was a common occurrence amongst nursing students. Simpson (2016), conducted a study in 99 American colleges and universities and over 5000 students from that study population had plagiarised. In contrast, Woith et al. (2012) indicated that it was not only nursing students, but rather students in all disciplines, that were guilty of cheating. The findings in this study further indicated that the majority (60%) of the respondents copied compared to 40% of them who had never copied word for word from original sources without using quotation marks. Saana et al. (2016) affirmed that students without anti-plagiarism training and support could engage in unintentional forms plagiarism, and in a similar vein Dickey (2015) indicated that few students understood when it was necessary to reference or cite sources, hence many cheated unwittingly.

The findings in this study showed that 60% of the respondents worked together with others on a homework assignment that was supposed to have been done individually, as opposed to the 40% who had never done so. This was in line with the study conducted by Simpson (2016), who had the same viewpoint that if students were expected to produce academic work independently and they decided to work together, they were guilty of academic dishonesty. Conversely, Dickey (2015) stated that some scholars cited cheating on a test as the only form of academic dishonesty, and not plagiarism. About 63% of the respondents used material from another student's paper without acknowledging the original author compared to 37% of them who had never done this. This was in line with the study conducted by Simpson (2016), who stated that when students misrepresented the words of another as their own, regardless of the circumstances, they were committing plagiarism. (Sentleng and King, 2012) added that the paraphrasing of material without acknowledging the source was the most common cheating behaviour and Theart and Smit (2012a) made the same observation in their study.

Furthermore, in this study 87% of the respondents had never submitted a paper written by someone else, either a friend or a relative, as their own, whereas 13% of them had indeed done so. Woith et al. (2012), found that nursing students were working together in groups on assignments that were meant to be completed individually, and turning in the work of someone who had previously taken the course. They also cut and pasted information from internet sources into their work and used it as their own. However, Saana et al. (2016) were of the opinion that it was students with a poor command of the English language and those with limited access to reading materials who copied the text used in reference materials.

The findings in this study showed that 93% of the respondents had never submitted another student's work as their own, as only 7% of them had done so, while the majority (83%) of the respondents had never written an assignment for someone else whereas 17% had, in fact, done this for a fellow student. In this study, 85% of the respondents indicated that they had never copied from another student during a test or examination, as opposed to 15% of them who had done this in a test and examination setting. The abovementioned self-reported involvement in cheating practices by nursing students was found to be considerably higher when compared to previous research conducted amongst the nursing students in the USA, Canada and Singapore, where the same cheating behaviour was reported (Theart and Smit, 2012a).

In this study 64% of the respondents had never allowed another student to copy from their work during a test or examination, but 36% had allowed this to happen. Glasper (2016), was of the opinion that cheating included cheating in examinations, coursework, clinical assessments and in record books. This researcher determined that 95% of the respondents had never brought unauthorised crib notes into a test or examination, and only 5% of the respondents had cheated in this manner; similarly 95% had never used crib notes during a test or examination while 5% of them had. Fida et al. (2016), indicated that college/university students did not develop academically dishonest behaviour upon entering HEIs; they were actually exposed to such behaviours well before entering colleges and universities.

Furthermore, in this study 69% of the respondents had never given another student answers in a test or examination with the help of signals, yet 32% of the study respondents had assisted their

fellow students in this manner. This was aligned with a study that was conducted by Dickey (2015) in Botswana and Zambia on academic dishonesty. Dickey (2015) added that students practiced all types of cheating behaviours despite them having a high level of knowledge of the various forms of academic dishonesty, and that it ultimately devalued all academic qualifications. Simpson (2016), pointed out that Generation Y students were actually peer-dependent and themselves as inventive, resourceful and more able to solve their problems, rather than as dishonest. These Generation Y students therefore considered some forms of academic dishonesty as normal.

This researcher determined that 92% of the respondents had never lied about medical or other circumstances to defer a test or examination because they needed more time to study for it. The remaining 8% had been dishonest in this manner. The majority of the respondents (76%) had never been dishonest in any way when completing their practical workbooks, yet the remaining 34% had. Woith et al. (2012) assessed the same aspect of cheating and also reported dishonesty in the completion of these practical workbooks, while other students had witnessed this occurring. Woith et al. (2012) also contended that it was concerning that nursing students failed to see the importance of the clinical component of their nursing studies, and that their academic experience was supposed to prepare them for professional practice. Cheating undoubtedly interfered with the moral/ethical education of new nurses, and nursing students who engaged in academic dishonesty were more likely to engage in concurrent illegal or deviant behaviours and to become unethical professional nurses (Woith et al., 2012). Theart and Smit (2012a), also contended that there was a positive correlation between unethical academic practices and future professional unethical behaviour.

Chi-square test results showed that 14% of males and 3% of females brought unauthorised crib notes into a test or examination; therefore, males copied more than females. This was in line with the study conducted by Simpson (2016), who indicated that males tended to cheat more than females did. Similarly, Saana et al. (2016) stated that females students were significantly less likely to cheat compared to their younger and male counterparts. In contrast, Theart and Smit (2012a) indicated that in one study females were found to have cheated more than males. Theart and Smit (2012a), thus argued that as a result of the divergent results of the previous studies, the significance of gender as a predictor of cheating behaviour was still contentious. From the

chisquare tests it was evident that 59% of the respondents in the third year and fourth year of study used material from another student's paper without acknowledging them as the original author; while in comparison only 24% of the respondents in their first and second years of study did this. This could have been that the third and fourth year students had more difficult course work to master and this resulted in intentional or unintentional plagiarism. Dickey (2015), however, stated that students who engaged in cheating were more likely to be younger and in a lower level of study.

In terms of working together on homework assignments that were supposed to be done individually; second year students were more likely to do this than the first year students. Feday (2017) was of the opinion that students cheated because of pressure to get better grades. In this study the T-test was run to compare the respondents staying in a school residence with the respondents staying at home, to find out who was more likely to copy ideas from sources (books or journals, etc.) without acknowledging the original authors, and those staying in a school residence were more likely to commit plagiarism. Simpson (2016) was of the opinion that students plagiarised others' work because they did not actually know what constituted plagiarism, whereas Dickey (2015) was of the opinion that students were aware of it but were nevertheless more likely to commit plagiarism in order to pass their courses.

5.2.3. Awareness of the involvement of the other students in cheating behaviour

In this study 58% of the respondents were aware of another student copying from someone else during a test or an examination, and 42% were unaware that this had taken place. This could have been as a result of the fact that cheating students used both high-tech and low-tech methods to cheat (Woith et al. (2012), and had not been observed cheating by the respondents who answered negatively. Most of the students (61%) declared that they had never brought unauthorised crib notes into a test or examination venue, while 39% admitted to having done so. Previous studies have revealed that students admitted to having brought unauthorised crib notes into test or examination venues and that students were often aware of cheating by their fellow students (Glasper (2016). Glasper (2016) added that cheating occurred during examinations, during coursework, clinical assessments, during class tests and when completing record books.

About 62% of the respondents had never personally used unauthorised crib notes during a test or examination, while 38% admitted to having done this. The statistics in this study were found to be considerably higher in comparison to a previous study conducted in Canada (Theart, 2011) amongst nursing students who were involved in the same behaviour. Simpson (2016), argued that cheating was a worldwide phenomenon, and not just limited to nursing students: in American colleges both business and non- business graduate students admitted to engaging in cheating behaviour, and engineering students even admitted to cheating at least a few times per term.

Fifty three percent of the respondents had never helped someone to cheat in a test, compared to 47% of the respondents who had helped someone to cheat. Furthermore, (53%) of the respondents had allowed someone else to copy part of, or their whole assignment, compared to 47% of the respondents who had never shared their work in this manner. Also, 57% of the respondents had never been dishonest when completing their workbooks, whereas 43% of the respondents had completed their workbooks dishonestly. Woith, et al. (2012) also reported respondents being dishonest when completing their workbooks or having witnessed other students being dishonest in this manner. Woith et al. (2012), added that it was concerning that nursing students failed to see the importance of honesty in the clinical component of their nursing studies.

Moreover, academic experiences, both in the classroom and in the clinical setting, were supposed to prepare students for professional practice (Woith et al. (2012). Cheating thus not only interfered with the education of new nurses in that they did not learn properly for their profession and acquire the relevant skills; it also taught them the wrong values and ethics; that unethical and dishonest behaviour was acceptable in a professional nurse responsible for the care of vulnerable patients. Theart and Smit (2012a), also reached the conclusion that there was a positive correlation between unethical academic practices and future professional unethical behaviour.

The T-test result indicated that respondents who stayed at home were more likely to copy from someone else during a test or examination than those living in a school residence. Glasper (2016), reached the same conclusion and suggested the accommodation of nursing students in a school residence or nurses' home as a way to counteract this and have these students develop better characters and morals.

5.2.4. Attitude towards cheating

The study results indicated that the majority of the respondents (63%) strongly disagreed and disagreed, compared to 37% of the respondents who strongly agreed and agreed, with the statement that cheating was justified when a close friend asked for help. This suggested a general attitude of not tolerating cheating. The findings further indicated that the majority of the respondents (70%) strongly disagreed and disagreed that cheating was sometimes justified to succeed academically, compared to 30% of the respondents who strongly agreed and agreed that it was justified. It was also found that 67% of the respondents strongly disagreed and disagreed, compared to 33% of the respondents who strongly agreed and agreed that cheating is sometimes justified for other reason than above.

In this study, 60% of the respondents strongly disagreed and disagreed, in comparison to 40% of the respondents who strongly agreed and agreed, that other students would not disapprove if they found out that he/she had cheated. The findings also indicated that 66% of the respondents strongly agreed and agreed that other students would not report a student if he/she cheated, compared to 34% of the respondents who strongly disagreed and disagreed that this was the case. This echoed the study conducted by Fida et al. (2016), who concluded that as a result of not being reported, a cheater would be awarded a certificate of competence which could potentially damage the labour market that the graduate entered as they would not be competent to perform their duty.

The findings of the study further indicated that the vast majority of the respondents (80%) strongly disagreed and disagreed with the statement that they would not feel guilty if they cheated, as opposed to 20% of the respondents who strongly agreed and agreed that they would not feel guilt. Theart and Smit (2012a) also found that a high percentage of their study respondents would feel guilty for having cheated. The findings of this study also indicated that 78% of the respondents strongly disagreed and disagreed that using materials from another author's work without referencing it was not a serious offence, showing that they were aware that it was dishonest. In comparison, 22% of the respondents strongly agreed and agreed with the statement and were thus of the opinion that this was not a serious offence. Previous studies have indicated that nursing and other students (besides nursing) regarded plagiarism and cheating

in assignments as less serious acts of academic dishonesty (Theart and Smit, 2012a). This explained why most researchers had identified the paraphrasing of material without acknowledging the source as a common cheating behaviour in their studies (Sentleng and King, 2012).

In this study the T-test result showed that male respondents were more likely not to report other students for cheating and would not feel guilty when cheating themselves, compared to their female counterparts. The T-test result further showed that males strongly agreed and agreed that using material from another author's work without referencing it was not a serious offence; more so than the female participants. These results thus supported the study conducted by Simpson (2016) who indicated that males cheated more than females.

5.2.5 Impact of peer pressure

About 71% of the respondents strongly disagreed and disagreed with the statement that due to peer pressure they would allow other students to copy answers from their tests and examinations. This was in comparison to 29% who agreed and strongly agreed with the statement. This was congruent with Theart and Smit (2012a), who stated that due to peer pressure some nursing students who allowed others to copy their answers from their tests and examinations, and they obtained examination questions from someone who had written the exam before. The findings in this study further showed that the majority (57%) of the respondents strongly disagreed and disagreed, compared to 43% who strongly agreed and agreed that they would help a friend who asked for assistance on an assignment that they knew was supposed to be individual work. Smith (2016) stated that students who failed to plan their schedules well ahead of time did feel pressure as deadlines approached and started cheating when they saw their peers cheating without penalty.

Findings in this study further showed that the majority of the respondents (72%) strongly disagreed and disagreed, compared to 28% who strongly agreed and agreed, that they would allow another student to copy their assignments because of peer pressure. This was supported by a study conducted by Sasso et al. (2016), which indicated that in the United States nursing students participated in acts of academic dishonesty in the classroom by helping friends in writing assignments that were supposed to be an individual work effort. About 80% of the respondents reported trying to cheat when they knew that other students got away with it, compared to 20%

who strongly agreed and agreed to this view. This was supported by the study conducted by Saana et al. (2016), who indicated that the main reason students became involved in academic dishonesty was the pressure to obtain good grades in order to enhance their job prospects and witnessing other students who got away with cheating.

5.2.6. Actions taken by the students when they became aware of other students cheating.

About 78% of the respondents strongly disagreed and disagreed with the statement that they would not report a fellow student to the lecturer if they see them cheating in a test or examination compared, whereas 22% of them strongly agreed and agreed that they would report a fellow student to lecturer if they see them cheating in a test or examination. This is consistent with a study conducted by Theart and Smit (2012a) who stated that only a few of their respondents would report someone found cheating and the vast majority of them were unwilling to report cheating amongst their peers. This study further showed that the majority of the respondents (81%) strongly disagreed and disagreed with the statement that they would report a fellow student to the lecturer when they saw them cheating in a test or assignment, compared to 19% of the respondents who strongly agreed and agreed that they would. About 79% of the respondents strongly disagreed and disagreed that they would not threaten to report a fellow student to the lecture if their cheating did not stop, compared to 21% who strongly agreed and agreed with the statement.

Furthermore, 56% of the respondents strongly disagreed and disagreed with the statement that they would tell other students that cheating behaviour was occurring, compared to 44% of the respondents who strongly agreed and agreed with the statement. About 63% of the respondents strongly disagreed and disagreed with the statement that they would not ignore the cheating behaviour, compared to 37%.of the respondents who strongly agreed and agreed with the statement that they would not ignore the cheating behaviour. This was congruent with the study conducted by Simpson (2016) in Hong Kong, where students were less likely to report dishonesty in their courses or others who engaged in cheating behaviours for fear of retaliation or negative social stigma from their peers for having done so. The T-test result showed that the respondents who stayed at home copied from someone else during a test or examination more than those

staying in a school residence. Smith (2016), was of the opinion that students carrying heavy workloads and those with multiple personal (home environment) and professional responsibilities were more likely to feel the need to cheat.

5.2.7. Factors that caused cheating

The findings in this study indicated that the majority of the respondents (82%) strongly agreed and agreed that they engaged in cheating behaviour because of pressure to succeed academically compared to 18% who strongly disagreed and disagreed that this was a motivating factor. This was congruent with the study conducted by Theart and Smit (2012a), who indicated that pressure to succeed was reported by their participants as a major factor influencing their decision to engage in cheating behaviour. Furthermore, 73% of the respondents strongly agreed and agreed that fear of losing status amongst their peers could cause them to cheat compared to 27% of the respondents who strongly disagreed and disagreed that this was the case. This corresponded with the study conducted by Simpson (2016), who indicated that status and power in society were associated with having a college/university degree. To conform to society's expectations students were willing to take extreme measures, even if that meant engaging in dishonest behaviour (Theart and Smit (2012a).

About 73% of the respondents were of the view that the limited time they had to study caused them to cheat, compared to 27% of the respondents who strongly disagreed and disagreed with this view. That was consistent with the findings of a previous study (Simpson, 2016) where students indicated that there was not enough time to complete assignments or study for tests so they felt compelled to cheat in order to pass. The findings of this study also indicated that 71% of the respondents were of the view that the large amount of the study material they had to master caused them to cheat, whereas 29% of the respondents strongly disagreed and disagreed with this. Feday (2017) also argued that the reasons students cheated were pressure to get better grades; they were too busy and there wasn't enough time to complete assignments or study for tests. In addition some of them struggled academically so they thought dishonesty was the path to success (Feday, 2017).

This study further indicated that 74% of the respondents were of the view that the difficulty of the material they had to study caused them to cheat, whereas 26% of the respondents strongly

disagreed and disagreed that this was the case. This was supported by the study conducted by (Simpson, 2016), who further stated that students who did not understand classroom materials but did not feel comfortable asking for help because of cultural boundaries could resort to academic dishonesty. The findings further indicated that the majority of the respondents (77%) strongly agreed and agreed to the statement that their attitude towards assignments and tests caused them to cheat, whereas 23% of the respondents strongly disagreed and disagreed. The findings additionally indicated that the majority of the respondents (77%) strongly agreed and agreed to the statement that having to pay back their bursary when they failed caused them to cheat; however 23% of them were in disagreement with this statement.

About 70% of the respondents were of the view that other students getting away with it would not cause them to cheat, compared to 30% of the respondents who strongly disagreed and disagreed with the statement and would cheat as a result. This supported Theart and Smit (2012a) findings that when students realised that other students got away with dishonesty they did the same, and that one of the reasons for students to cheat was having to pay back their bursaries when they failed. This was also aligned with the Self-efficacy theory of Bandura (1977), which stated that both positive and negative experiences could influence the ability of an individual to perform a given task. If they had performed well at a task previously, they were more likely feel competent in that task and perform well at a similarly associated task (Bandura, 1977). In the current study, negative experiences of nursing students who had either partaken in or witnessed incidences of academic dishonesty were likely to result in these nurses continuing to engage in academic dishonesty and consider it to be normal. The T-test results showed that female respondents had better attitudes towards assignments and tests than the male respondents.

5.2.8 Prevention of cheating behaviour

About 71% of the respondents thought that students who were caught cheating were severely penalised in the academic institution where this study took place, as opposed to 29% who strongly disagreed and disagreed with the statement regarding this view. Theart and Smit (2012a), indicated that students in their study were of the opinion that severe penalties would prevent students from cheating. The majority of the respondents in this present study (67%)

strongly agreed and agreed that students would get caught if they cheated, while 33% strongly disagreed and disagreed that this would happen. In addition, 77% of the respondents strongly agreed and agreed that students were afraid to be caught cheating, whereas 23% of them strongly disagreed and disagreed that students feared this happening. Woith et al. (2012), advised that Nursing Faculties should socialise nursing students appropriately by teaching and role modelling integrity and ethical values, so that more, if not all, students behaved more appropriately.

It was found that 72% of the respondents strongly agreed and agreed that severe penalties would prevent students from cheating, whereas 28% strongly disagreed and disagreed that this would have the desired effect. This was congruent with the study conducted by Smith (2016), who also suggested that nursing students who actively participated in the creation of honour codes, honour contracts and academic dishonesty policies and procedures felt greater commitment to them.

In this study, 70% of the respondents strongly agreed and agreed, compared to 30% of the respondents who strongly disagreed and disagreed that encouraging students to monitor their peers' behaviour would prevent them cheating. About 68% of the respondents strongly agreed and agreed compared to 32% of the respondents who strongly disagreed and disagreed that the introduction of the code of honour, suggested by Smith (2016), would prevent students from cheating, and Dickey (2015) also reported that students who expressed a commitment to an honour code were less likely to engage in cheating. Similarly, Theart and Smit (2012a) reported that the incidence of cheating was significantly higher at institutions where there were no codes of honour in comparison to those which had such codes.

As to the findings of the T-test in this study, the results showed that males were more of the opinion that they would get caught if they cheated than females. The T-test results also showed that those who stayed in a school residence were more of the opinion that severe penalties would prevent students from cheating than those staying at home. Another T-test result showed that those who stayed in a school residence were more of the opinion that encouraging students to monitor peer behaviour would prevent students from cheating than those staying at home. The T-test also showed that those who stayed in a school residence were more of the opinion that the introduction of a code of honour would prevent students from cheating than those who stayed at home. Woith et al. (2012), had similar findings and stated that schools that used honour codes or honesty pledges had lower rates of academic dishonesty.

5.2.9. Awareness of institutional policies regarding cheating behaviour

The results showed that the majority (95%) of the respondents were aware of the policies in their institution regarding referencing as opposed to 5% who were not aware of them; while 93% were aware of the policies regarding student conduct in examination and assessment venues, yet 7% were not aware of the policies regarding student conduct in examination and assessment venues; and 88% were aware of the penalties regarding cheating behaviour though 12% were not aware of them. This was supported by the study conducted by Sasso et al. (2016), who suggested that nursing faculties formally teach students about academic and nursing integrity so that all were aware of it, and implement strategies to prevent cheating. Simpson (2016) was of the opinion that universities and faculties were not serious in enforcing academic cheating penalties, and Theart and Smit (2012a) asserted that students who had more knowledge of institutional policies cheated less and vice versa.

5.3. Recommendations

In the light of the results of this study, the following recommendations are made:

5.3.1. Faculty

- The institution, together with students, should develop honour codes to accompany the academic policies and procedures. When students are included in the process they become part of it, and if allowed ownership it becomes easy to implement, abide by and reinforce the policies.
- The school curriculum review committee should include a program on academic integrity and ensure that all students undergo and complete such training.
- Implementation of assessment methods other than writing tests and examinations, such as oral examinations.
- To install and ensure regular maintenance of security cameras in the examination halls to detect 'banned' materials brought in by students.
- Strengthen discipline by implementing serious sanctions against a student who has cheated, such as suspension from all learning institutions for a period of at least one year.
- The establishment (if none) or strengthening of the existing examination committee policies to ensure that examination papers are reproduced and kept in locked safes, and the key controlled by the highest authority until the day of the examination.

- Strengthen manpower by adding more invigilators to ensure that students are searched at the entrance of the examination room and monitored strictly throughout the course of the examination.
- Students should be controlled by allowing the use of bathrooms/toilets no later than 15 minutes before the commencement of the examination, except during an emergency where an invigilator will accompany such student.
- Students to sign a declaration of authenticity upon submission of assignments, to indicate their understanding of the policies and procedures regarding academic dishonesty.
- To include the postgraduate students in the study, so as to generalize the findings as this study was only done in undergraduate students.

5.3.2. Nursing education

In-service training for educators on academic integrity issues should be an ongoing process; this will empower them and keep reminding them of professionalism principles to reduce behaviour such as: allowing examination paper leaks, and repeating examination papers and assignments from previous years.

5.4. Further research

- This study was focused on only one selected university in KwaZulu-Natal, therefore there is a need to explore the perceptions of nursing students with regards to academic dishonesty in other universities and Schools of Nursing in South Africa, so as to generalise the findings.
- To explore the impact of academic dishonesty on the nursing profession.

5.5. Limitation of the study

The study focused on one selected university in KwaZulu-Natal only, therefore there is a need to explore the perceptions of nursing students with regards to academic dishonesty in other universities and Schools of Nursing in South Africa, so as to generalise the findings. Due to the sensitive nature of the topic, the participants may have under-reported the incidence of cheating during tests and examinations, despite of the reassurance of their confidentiality and anonymity by the researcher. Some of the respondents did not answer some of the questions on the self-reporting questionnaire. Students were not asked to explain how other students copied; they only indicated that they had witnessed other students copying. There was bias towards females in the nursing profession as female nurses outnumber the males in the profession, as stated previously by other studies.

5.6. Conclusion

The findings in the research indicated that nursing students in training at the selected university were aware of the incidence, frequency and consequences of academic dishonesty. The findings further indicated that the nursing students were aware that they were responsible for their own learning and for the prevention of academic dishonesty. The researcher concluded that the contributing factors leading nursing students to cheat were largely of an individual nature. These factors prevented the nursing students from acquiring knowledge, and being skilful and safe practitioners. These factors included the pressure to succeed academically, the limited time that they had to study, the fear of losing their status amongst their peers, the large amount of study material they had to master, the difficult learning material they had to study, their attitude towards assignments and tests, having to pay back bursary monies when they failed, and the fact that other students were seen to be getting away with cheating.

Despite the fact that the majority of the nursing students were aware of the policies regarding academic dishonesty, different types of cheating behaviours prevailed. It was the researcher's view that strengthening preventative measures and reviewing assessment methods would benefit both the institution and the nursing students.

The training system exists to ensure that scientific information is accessible to all nursing students and to ensure that competent nurses are available to all those clients requiring nursing care. This can only occur if each individual takes responsibility for her/his learning and if the institution is supportive. Addressing concerns raised and recommendations made in this study will be helpful in striving towards a more user-friendly system that will be acceptable to all nursing students.

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ANNEXURE 1. INFORMATION GIVEN TO PARTICIPANTS

INFORMATION DOCUMENT

Study title: ANALYSING NURSING STUDENTS' PERCEPTIONS WITH REGARDS TO ACADEMIC DISHONESTY

Dear Nursing Students

INTRODUCTION

I, Miss M.J. Maloka, am a student at University of Kwa-Zulu Natal doing masters in Nursing. As part of my studies at the University I am required to conduct a study in an area of my interest. My study is **analyzing nursing students 'perceptions with regards to academic dishonesty.**

I am requesting your participation in this study because you meet the criteria of the people who are eligible to participate in the study. The purpose of the study is to explore perceptions of nursing students regarding prevention of academic dishonesty. This is to identify factors which are the hindrances to the prevention of academic dishonesty. The study findings may help to improve nursing body of knowledge, help in policy making in matters related to prevention of academic dishonesty, it may create baselines for making policies. The findings of the study may also help in the development of nursing curriculum for the better performance of nursing practice. Please note that there are no incentives for the participation.

If you agree to participate, you will be provided with a structured questionnaire and requested to complete it upon your voluntary agreement to participate in the study. The researcher will liaise with your academic director to complete the questionnaire during lunch time. Completing the questionnaire will take 30minutes of your lunch time. Your information you give will be treated utmost confidentiality. Any personal information will not be disclosed unless required by law. Your names will not appear anywhere in the questionnaire or the study findings. You are requested not to put your names on the questionnaires provided. There are no expenses involved because the study will be conducted during usual school days at lunch time.

Please feel free to ask questions you may have so that you are clear about what is expected of you. You are free to participate or not to participate in this study. You are free to withdraw from the study at any stage without repercussions. There will no risks attached to your participation. The results of the study will be made available to you on completion of this study.

Please feel free to ask any questions you may have so that you are clear about what is expected of you.

Thank you for your time and cooperation

Yours sincerely

Signature.....

Miss. M.J. Maloka

Date.....

Contact details of the researcher for further information/ reporting of study related matters

Miss. M.J. Maloka

Contact numbers: 083 435 3557

Email: maloka.mosimotsana@gmail.com

Supervisor contact details:

Mrs. Makhosi Dube

Howard College Campus

School of Nursing and Public Health

4th floor, Desmond Clarence Building

4041 Durban.South Africa

Email: dubeb@ukzn.ac.za

Contact number: +27312602497

HSSREC Research Office: Mariette Snyman

Contact number: 031- 2608350

Email: snymanm@ukzn.ac.za

ANNEXURE 2. INFORMED CONSENT FORM

Consent document

Consent to participate in research

Dear Nursing Students

I, Miss, M.J. Maloka a student at the University of Kwazulu Natal, as one of the requirements to complete my studies, I am conducting a study through the college of Health Sciences, School of Nursing and Public Health, University of Kwazulu Natal.

The title of the study is: **Analysing the perceptions of nursing with regards to academic dishonesty.**

You have been asked to participate in a research study on: analyzing nursing students' perceptions with regards to academic dishonesty. The purpose of the study is to explore perceptions of nursing students regarding prevention of academic dishonesty.

You have been informed about the study by: Miss M.J. Maloka- contact number 083 435 3557, Email: maloka.mosimotsana@gmail.com You may contact me at any time if you have any question about the research.

You may contact the researcher's supervisor- Mrs. Makhosi Dube- contact number +27312602497, Email: dubeb@ukzn.ac.za

You may contact HSSREC Research office- Mariette Snyman contact number 031-2608350, Email: snymanm@ukzn.ac.za

Your participation in this research is voluntary and you will not be penalised if you refuse to participate or decide to stop at any time.

If you agree to participate, you will be given a signed copy of this document and the participant information sheet, which is written summary of the research.

The research study including the above information has been described to me orally. I understand what my involvement in the study means and I voluntarily agree to participate. I have been given opportunity to ask questions that I might have for my participation in the study.

Signature of participant.....

Date.....

ANNEXURE 3 QUESTIONNAIRE

RESEARCH INSTRUMENT

**STUDY TITLE: A DESCRIPTIVE STUDY ON ANALYZING THE
NURSING STUDENTS
PERCEPTIONS WITH REGARDS TO ACADEMIC DISHONESTY
AT A SELECTED**

**UNIVERSITY IN KWAZULU NATAL. A DESCRIPTIVE EXPLORATIVE AND
NON-
EXPERIMENTAL STUDY**

QUESTIONNAIRE NUMBER

SECTION A: SOCIO DEMOGRAPHICS



**UNIVERSITY OF
KWAZULU-NATAL™
INYUVESI
YAKWAZULU-NATALI**

PLEASE INDICATE USING (X) NEXT TO THE APPROPRIATE ANSWER

Q1: What is your gender?

1	Female	
2	Male	

Q2: What is your age?

Q3: Which year of study are you? (Choose one)

1	1 st year	
2	2 nd year	
3	3 rd year	
4	4 th year	

Question4. Where do you stay?

1	Residence	
2	Home	

SECTION B: DATA RELATING TO ACADEMIC INTEGRITY

Read each question carefully, and choose one of the possibilities next to the question as your answer. Indicate your answer by placing (x) in the box next to the question. Please answer every question as honestly as possible

		Never	Once	More than once	Many times
		1	2	3	4
	How often have you				
Q5	copied ideas from any sources (e.g. books, journals) without acknowledging the original author.				
Q6	copied word for word from any original sources (e.g. books, journals) and not used quotation marks.				
Q7	worked together with one or more other students on a homework assignment that was supposed to be done individually.				
Q8	used material from another student's paper without acknowledging the original author.				
Q9	submitted a paper written by someone else (e.g. a friend or relative) as own.				
Q10	submitted another student's work as your own.				
Q11	written an assignment for someone else.				
Q12	copied from another student during a test or examination.				
Q13	allowed another student to copy from your work during a test or examination.				
Q14	brought unauthorized crib notes into a test or examination.				
Q15	used unauthorized crib notes during a test or examination.				
Q16	given another student answers in a test or examination with help of signal				
Q17	lied about medical or other circumstances to defer a test or examination in order to have more time to study for it.				
Q18	been dishonest in any way when completing your practical workbook.				
	How often have you been aware of another student:				
Q19	copying from someone else during a test or an examination				
Q20	bringing unauthorized crib notes into a test or examination venue				
Q21	using unauthorized crib notes during a test or examination				
Q22	helping someone to cheat in the test				

Q23	allowing someone else to copy part of, or their whole assignment				
Q24	being dishonest when completing his/her practical workbook				

		Strongly disagree	Disagree	Agree	Strongly agree
		1	2	3	4
	Students attitude towards cheating				
	In my opinion				
Q25	cheating is sometimes justified when a close friend asks for help				

		Strongly disagree	Disagree	Agree	Strongly agree
Q26	cheating is sometimes justified to succeed academically.				
Q27	cheating is sometimes justified for other reasons than above				
Q28	other students will not dis approve if they find out I had cheated				
Q29	other students will not report a student if he or she cheated				
Q30	I will not feel guilty if I cheated				
Q31	using material from another author's work without referencing it is not a serious offence				
	Peer pressure will cause me to:				
Q32	allow another student to copy answers from my test or examination paper				
Q33	help a friend who asks for my assistance on an assignment that I know is supposes to be his/ her own work				
Q34	allow another student to copy my assignment				
Q35	try cheating when I know other students got away with it.				
	When I become aware of another student cheating:				
Q36	I will report him/her to the lecturer when I see him/her cheating in a test or examination.				
Q37	I will report him/her to the lecture when I know he/she cheated in his/her assignments.				
Q38	I will threaten him /her with being reported to the lecturer if the cheating does not stop				

Q39	I will tell other students that cheating behaviour is occurring.				
Q40	I will not ignore the cheating behaviour.				
	In my opinion students engage in cheating behaviour because of:				
Q41	the pressure to success academically				
Q42	the fear of losing status amongst peer				
Q43	the limited time they have to study				
Q44	the large amount study material they have to master.				
Q45	the difficult learning material they have to study				
Q46	their attitude towards assignments and tests				
Q47	having to pay back their bursary when they fail				
Q48	other students getting away with it.				
	In my opinion				
Q49	students caught cheating are severely penalized in this academic institution				
Q50	student will get caught if they cheat				
Q51	student are afraid to be caught cheating				
Q52	severe penalties will prevent student from cheating				
		Strongly disagree	Disagree	Agree	Strongly agree
Q53	encouraging students to monitor peer behaviour will prevent student from cheating				
Q54	the introduction of code of honor will prevent student from cheating				

Read each question carefully and choose one of the possibilities next to the question as your answer.

Indicate your answer by placing (x) in the appropriate box next to the questions.

	Are you aware of any polices at your institution that spell out:	1	0
		Yes	No
Q55	rules regarding referencing		
Q56	rules regarding student conduct in examination and assessment venues		
Q57	penalties for academic dishonesty		

ANNEXURE 4 APPLICATION FOR PERMISSION TO CONDUCT A RESEARCH PROJECT

University of KwaZulu- Natal

School of Nursing and Public Health Howard

College Campus.

Mob: 0834353557

E-mail. maloka.mosimotsana@gmail.com

07th August 2017.

Postgraduate academic officer

School of Nursing and Public Health

University of KwaZulu- Natal,

4041 Durban,

Dear Prof Mchunu G.

RE: Requesting a permission to conduct a research project

I am a student at the University of KwaZulu-Natal, School of Public Health doing master's degree in Nursing. I hereby request a permission to conduct a research project in the institution which responsibility is entrusted to you. The title of the proposed study is "Analyzing the perceptions of nursing students with regards to academic dishonesty in a selected university in Kwa-Zulu Natal.

I have attached the following copies: proposal, ethics clearance and letters from the gatekeepers.

Yours sincerely,

Maloka M.J.

Supervisor: Mrs. Makhosi Dube

4th Floor, School of Nursing and Public Health. UKZN.

E-mail – dubeb@ukzn.ac.za

ANNEXURE 5 PERMISSION TO CONDUCT A STUDY FROM HEAD OF SCHOOL



Date: 21 August 2017

Dear Ms. M Maloka

Re: Permission to collect data- Ms. Mosimotsana Maloka (217079547) Full Research Masters

We are pleased to inform you that permission is granted for you to collect data for your research study titled "**Analyzing nursing students' perceptions with regards to academic dishonesty at a selected university in KwaZulu-Natal**"

Our understanding is that your research study involves handing out questionnaires to first, second, third and fourth year Bachelor of Nursing students. Data collection will not occur during lecture times, but will be coordinated with assistance of level coordinators.

Wishing you all the best with your studies

Yours sincerely

A handwritten signature in black ink, appearing to be "GG Mchunu", written over a horizontal line.

Professor GG Mchunu

Academic Leader: Nursing



25 July 2017

Ms Mosimotsana Jeanett Maloka 217079547
School of Nursing and Public Health
Howard College Campus

Dear Ms Maloka

Protocol Reference Number: HSS/0995/017M

Project title: Analyzing nursing students' perceptions with regards to academic dishonesty at selected university in KwaZulu-Natal

Full Approval – Expedited Application

In response to your application received 29 June 2017, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol has been granted **FULL APPROVAL**.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment /modification prior to its implementation. In case you have further queries, please quote the above reference number.

PLEASE NOTE: Research data should be securely stored in the discipline/department for a period of 5 years.

The ethical clearance certificate is only valid for a period of 3 years from the date of issue. Thereafter Recertification must be applied for on an annual basis.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully

.....
Dr Shenuka Singh (Chair)
Humanities & Social Sciences Research Ethics Committee

/pm

cc Supervisor: Ms M Dube
cc. Academic Leader Research: Prof B Sartorius
cc. School Administrator: Ms Caroline Dhanraj

Humanities & Social Sciences Research Ethics Committee

Dr Shenuka Singh (Chair)

Westville Campus, Govan Mbeki Building

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Website: www.ukzn.ac.za



Founding Campuses: Edgewood Howard College Medical School Pietermaritzburg Westville

ANNEXURE 7 PROOF OF EDITING LETTER



Pauline Fogg
54 Grundel Road
Carrington Heights

Durban
4001
074 782 5234

16 November 2017

Letter of Editing

This report serves to state that the dissertation submitted by Mosimotsana Jeanett Maloka, in fulfillment of the requirements her Masters' degree, has been edited.

The dissertation was edited for errors in syntax, grammar, punctuation and the referencing system used.

The edit will be regarded as complete once the necessary changes have been effected and all of the comments addressed.

Thank-you for your business.

A handwritten signature in grey ink that reads "P. Fogg".

Pauline Fogg