

# Perception Towards Academic Dishonesty Among the Students of Higher Learning in West Bengal

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## **ABSTRACT**

Academic dishonesty encompasses all unethical behaviours that students, researchers engage in or adopt dishonesty in the education sector, as well as any teacher who is linked with any unethical activity in the education field. Academic dishonesty is a common problem in higher learning. Cizek (2003) discusses the moral consequences of cheating, including the "habit-forming" nature of cheating and cheating's devaluation of hard work, integrity, and fairness. Instructors cannot accurately assess student performance or evaluate students' mastery of the knowledge, abilities, and applications required in their area when students cheat or plagiarize in academic activities. As a result, institutions may award credentials to people who do not truly earn them, which can have major practical consequences in the workplace. Academic dishonesty can diminish the value of a degree from a particular institution and harm the integrity culture that colleges and universities work to establish. Ultimately academic dishonesty affects the university's learning environment as well as the higher education system. Thus, there has been a lot of focus on how to stop academic dishonesty. It is important to understand how students think about academic dishonesty and how they are aware of it. Therefore, the present study has been taken regarding the perception towards academic dishonesty among the students of higher learning in West Bengal. In this study, the main objective is to know the Perception towards Academic Dishonesty among the students of higher learning in West Bengal. And to find out the difference in Perception towards Academic Dishonesty among the students of higher learning with respect to their gender and locality (Urban & Rural). A descriptive survey method has been used for the study. The study was conducted on a total participant of 78 students of higher learning (PG & M.Ed.). The results obtained are: - There is no significant difference in perception towards Academic Dishonesty between male and female higher learning students, there is no significant difference in perception towards Academic Dishonesty between rural and urban higher learning students, there is no significant difference in perception towards Academic Dishonesty between Rural male and Rural female higher learning students. And the overall perception towards academic dishonesty among higher learning students is good. Almost every higher learning students feel that academic dishonesty affects the learning environment of the university, maximum higher learning students think that students go home before all the classes are over for a given day, most of the higher learning students feel that academic honesty is very important to develop a proper personality of a student and almost every higher learning students feel that students need to be aware of academic dishonesty.

**KEYWORDS:** Academic Dishonesty, Higher Learning students (PG & M.Ed.), Perception

## INTRODUCTION

*Encouraging Academic Integrity: But, If Necessary, Detecting and Dealing with Academic Dishonesty. – Bill Hill.*

Academic dishonesty refers to committing or contributing to dishonest acts by those engaged in teaching, learning, research, and related academic activities, and it applies not just to students, but to everyone in the academic environment (Cizek, 2003; Whitley, Jr. & Keith-Spiegel, 2002). Academic dishonesty comes in a variety of forms, and can be categorized as follows (Whitley & Keith-Spiegel, 2002; Pavela, 1978; Stern & Havelick, 1986): Cheating, Plagiarism, Fabrication or falsification and Sabotage. Cheating is defined as the unauthorized use of information, materials, devices, sources, or practices in the completion of academic tasks. A student is considered to be facilitating or contributing to cheating if he or she allows another student to copy from his or her work. Plagiarism is a form of dishonesty in which someone acquires another person's ideas, words, language, expression, design, art, music, and so on as his or her own without crediting the source. For example, Copying and pasting material from a website into your own document without adequate citation is called plagiarism. The unlawful creation or change of information or data in an academic work or activity is referred to as fabrication or falsification. It manipulates the research material, equipment and processes, or changes or omitting data or results such that the research is not accurately represented in the research record. Sabotage is the act of interrupting or damaging another person's work in order to prevent that person from successfully completing an academic degree. For example, ruining another person's artwork, experiment or design is considered as sabotage. Following the Covid 19 pandemic, the education sector has been more linked to the online platform. As a result, the incidents of various types of dishonest conduct on internet platforms is expanding. Nowadays, online learning platforms are excellent learning resources for people of India and abroad. Many teachers are developing an online platform. Learners can quickly access resources and information through a variety of learning platforms. However, there is a problem of dishonesty. One type of dishonest behaviour is plagiarism. Plagiarism is an important aspect of research. Researchers should do research on their subjects without engaging in any sort of dishonesty or plagiarism. However, dishonesty is a major issue in the world of education. Students must be made more aware of the disadvantages of academic dishonesty, and they must be counselled properly to acquire an attitude to avoid dishonesty. It is essential to understand students' perceptions of academic dishonesty. Through this study, the researcher attempted to know about higher learning students' perception towards academic dishonesty.

## SIGNIFICANCE OF THE STUDY

Academic dishonesty, such as cheating, plagiarism and unauthorized collaboration, is a widespread issue in educational institutions at various levels. Conducting a study helps researchers and educational institutions gain a comprehensive understanding of the extent of this problem. By determining the prevalence of academic dishonesty, institutions can develop appropriate strategies and interventions to address and mitigate such behaviours. Research on academic dishonesty helps identify the underlying causes and factors contributing to such behaviours. This includes exploring individual factors (lack of motivation, pressure to perform, ethical reasoning) and contextual factors (institutional policies, teaching practices, assessment methods). Understanding these causes can guide the development of targeted

interventions to prevent and discourage academic dishonesty. By understanding the reasons behind academic dishonesty, institutions can create environments that foster a culture of integrity and discourage unethical behaviour. Academic dishonesty undermines the fairness and validity of assessment processes. Study on this topic can shed light on the impact of cheating and plagiarism on the assessment outcomes of both individual student and the entire educational system. This knowledge can help educators and institutions design assessments that are more resistant to dishonest practices and ensure that students' achievements are accurately measured. This research on academic dishonesty provides a foundation for developing evidence-based policies and practices to address this issue. It can guide the creation or revision of institutional policies, academic integrity codes, and disciplinary procedures. Additionally, it can inform about the design of educational interventions, such as ethics courses, integrity training, and effective feedback strategies. Academic dishonesty can have far-reaching consequences, as individuals who engage in dishonest practices may carry those behaviours into their personal and professional lives. By studying academic dishonesty and developing interventions to address it, researchers and educators contribute to the cultivation of ethical behaviour in future generations, which can positively impact society as a whole. Overall, this study can shed light on a pervasive issue in education, identifies its causes, and informs the development of strategies to promote academic integrity and ethical behaviour among students.

### STATEMENT OF THE PROBLEM

The problem selected is stated as follows: **Perception towards Academic Dishonesty among the students of higher learning in West Bengal.**

### OPERATIONAL DEFINITION

**Academic Dishonesty:** All the unethical activities that students, researchers do or adopt in the field of education or any teacher is associated with any unethical activity in the educational field are academic dishonesty.

**Higher Learning Students:** Higher learning is synonymous with higher education, which refers to education at the level of colleges and universities, as well as any student enrolled in a higher educational institution, whether at the bachelor's or master's or doctoral level or equivalent.

**Perception:** The ability to see, hear, or become aware of something through the senses is referred to as perception.

### OBJECTIVES OF THE STUDY

1. To find out the difference in Perception towards Academic Dishonesty among the students of higher learning with regard to their gender.
2. To find out the difference in Perception towards Academic Dishonesty among the students of higher learning with respect to their locality (Urban & Rural).
3. To study the overall Perception towards Academic Dishonesty among the students of higher learning.

### HYPOTHESIS OF THE STUDY

**Ho1:** There is no significant difference in perception towards Academic Dishonesty between male and female higher learning students.

**Ho2:** There is no significant difference in perception towards Academic Dishonesty between rural and urban higher learning students.

**Ho3:** There is no significant difference in perception towards Academic Dishonesty between Rural male and Rural female higher learning students.

## REVIEW OF RELATED LITERATURE

Mccabe, D. L., Butterfield, K. D. & Trevino, L. K. (2006) conducted a research entitled as, Academic Dishonesty in Graduate Business Programs: Prevalence, Causes, and Proposed Action. Researchers collected data from more than 5,000 business (mostly MBA) and nonbusiness graduate students at 32 colleges and universities in the United States and Canada during the 2002–2003 and 2003–2004 academic years to test a series of hypotheses regarding the prevalence of graduate business student cheating and reasons why these students cheat. They found that graduate business students cheat more than their nonbusiness-student peers. Correlation results found cheating to be associated with perceived peer behavior, as well as the perceived certainty of being reported by a peer, and the understanding and acceptance of academic integrity policies by students and faculty. But regression analysis results suggest that perceived peer behavior has the largest effect.

McCabe, D. L., Feghali, T. & Abdallah, H. (2008) conducted a research on the topic - Academic Dishonesty in the Middle East: Individual and Contextual Factors. This research investigates the nature of the relationship between contextual factors and academic dishonesty using a sample from three private universities in Lebanon, and compares the results to a sample from seven large universities in the US. They found additional evidence for the strong role perception of peers' behavior plays in understanding student decisions concerning academic integrity. Cross cultural comparisons of attitudes, beliefs, and behaviors regarding academic dishonesty were pivotal in this research. Results of this study support the view that Lebanese university students are strongly influenced by the norms of the collectivist society in which they are raised as compared to the more individualistic society found in the United States.

Bista, K. (2011) conducted a research on the topic - Academic dishonesty among international students in higher education. This study investigated the perceptions of international undergraduate and graduate students in a Southern U.S. university about the possible causes for academic misbehavior. Results reveal several causal variables: previous learning style, English language proficiency, unfamiliarity with American academic cultures, relationship between student and teacher, and availability of technical and educational resources associated with academic dishonesty.

Saana, S. B. B. M., Ablordeppey, E., Mensah, N. J. & Karikari, T. K. (2016) conducted a research entitled as, Academic dishonesty in higher education: students' perceptions and involvement in an African institution. Researchers assessed the perceptions of Academic Dishonesty and the level of participation by undergraduate students studying Science, Technology, Engineering and Mathematics (STEM) subjects in a Higher Education institution in Ghana. The study involved the design and administration of a structured questionnaire which sought information on students' age, gender, duration of HE studies, and perceptions and possible participation in Academic Dishonesty. Approximately 92 % of respondents said they were aware of institutional regulations on Academic Dishonesty. However, only 31 % rated their understanding as high. Respondents believed that their lecturers had better understanding of, and support for, these regulations than the students ( $p < 0.001$  and  $p < 0.0001$  respectively). Approximately 40 % of respondents had witnessed their colleagues engage in Academic

Dishonesty before, but the majority (94 %) had never reported these acts. The pursuit of good grades, high academic load and pressure to please family and guardians were the leading causes of Academic Dishonesty. Cheating during examinations and inappropriately sharing answers in the preparation of assignments were some of the highly-occurring forms of Academic Dishonesty. Respondents believed that copying colleagues' work without their permission was a serious offense but doing so with their permission was not.

Uplonkar, S. (2018) conducted a research on the topic - Awareness about Plagiarism amongst University of Agricultural Sciences students in Dharwad. The purpose of this paper was to highlight the seriousness of plagiarism amongst students of University of Agricultural Sciences, Dharwad. It also explored the university students' level of awareness of plagiarism. A total of 458 questionnaires were randomly distributed among the postgraduate students and research scholars and 386 filled-up questionnaires were received back. A self-reported questionnaire survey was used for collection of primary data. Furthermore, the paper submitted recommendations to minimize the plagiarism based on the authors' experiences.

Hamdzah, N. L. A., Sidek, S., Abidin, N. Z., Hanafi, Z. and Hassan, R. (2020) conducted a research on the topic - A Study on Academic Dishonesty among University Students: The Implementation of University Policy and Students' Awareness on Academic Dishonesty. The main objective of this study is the finding on students' awareness of and involvement in academic dishonesty. The study used quantitative methods. The questionnaire was used as the study instrument for academic dishonesty among university students. In this study, the level of key variables is explored; the students' awareness on academic dishonesty, the implementation of academic policy and the students' involvement in academic dishonesty. A total of 389 tertiary level students which comprised of 72 males and 217 females from a university in Malaysia were the samples of this study. This study indicates that there is a significant difference in the effects of Programme types on the level of the students' involvement in committing academic dishonesty for male students and female students. An implication of the study is discussed and suggestions are advanced.

Chen, C., Long, J., Liu, J., Wang, Z., Wang, L. & Zhang, J. (2020) conducted a research on the topic - Online Academic Dishonesty of College Students: A Review. In this research, the author systematically combed the relevant literature on online academic dishonesty, covering most of the relevant papers as of the end of 2019. Most research on online academic fraud has the following characteristics: using questionnaires to obtain exploration conclusions, focusing on learners in a certain discipline or situation, lack of research on big data learning behavior sample data, and the formation mechanism of online academic dishonesty behavior needs to be further studied and elaboration. The research results show that online academic dishonesty is indeed widespread, and the factors that cause the dishonesty behavior come from many aspects such as personality, cognition, teaching, system, etc.

Singh, M. P. & Rai, S. (2021) conducted a research on the topic - Knowledge, awareness and attitude towards academic integrity among the scholarly society of Babasaheb Bhimrao Ambedkar University, Lucknow: a study. In this study the attempt has been taken to identify the knowledge, awareness and attitude towards academic integrity among the scholarly society (under-graduate students, post-graduate students and research scholars) of Babasaheb Bhimrao Ambedkar University, Lucknow. The study was basically of survey nature and the survey method of the research has been taken for the conduction of the study. The study reveals that they are aware of the academic integrity and also have knowledge to

support the same. The library of the university is also working in defence of the activities that breach the academic integrity.

Jatmika, S., Suwandi, J., Santoso, J. T. B., Oktaviana, F. L. & Karima, M. (2022) conducted a research entitled as, Academic dishonesty on online learning among vocational high school students. This study described the academic dishonesty phenomenon in accounting subject online learning at the business and management vocational high schools and identify the factors that influenced students to commit academic dishonesty. This was case study research with a qualitative approach. The participants were four teachers and six students from accounting and institutional finance classes. The data were collected using interviews and documentation, then being analyzed using interactive analysis techniques. The results showed that most students' academic dishonesty behaviors were cheating and collaborating during examinations or assignments and doing individual assignments together.

Cardina, Y., Kristiani, Sangka, K. B. (2022) conducted a research on the topic - Qualitative Survey of Academic Dishonesty on Higher Education: Identify the Factors and Solutions. In this study researchers wanted to identify academic dishonesty committed in universities in online and face-to-face classes. Researchers identified the factors that cause academic cheating and the solutions offered to prevent acts of academic cheating from various countries. This study used a systematic literature review method. The data used is secondary data in the form of journal articles related to academic cheating during the 2015-2021 period. This study is based on 35 relevant articles sourced from the Google Scholar databases accessed on October – December 2021. The results of the review show that academic dishonesty occurs in almost all countries in the world. The identification results show that there are many factors that cause academic dishonesty which is divided into two, namely internal and external factors. Internal factors are related to students' attitudes, personality, and talents. External factors are more directed to environmental influences.

Asgher, S. (2022) conducted a research entitled as, Social Factors behind Academic Dishonesty as Perceived by the Postgraduate Students. This study was conducted to explore the social factors behind the academic dishonesty and consequences faced by the post-graduate students at University of Agriculture Faisalabad. Total 105 students were selected using random sampling technique from the Faculty of Social Sciences. The data were collected through reliable and validated questionnaire and collected data were analyzed using Statistical Package for Social Sciences (SPSS). Results indicated that sense of competition, social rejection, social justice, illiterate background of the students, social insecurity, inferiority complex, societal pressure, low self-worth were the prominent social factors causing academic dishonesty among students. Loss of opportunity, loss of future, facing discrimination, low self-esteem, loss of respect and public insecurity were the prominent consequences being faced by the students committing academic dishonesties.

## RESEARCH METHODOLOGY

A brief description of the methodology of the study has been presented below:

**Research Design:** Descriptive survey method has been used for the study.

**Population:** All the students of Higher Learning (PG & M.Ed.) of the state of West Bengal were considered as population of the study.

**Sample:** The study was conducted on a total participant of 78 students of higher learning (PG & M.Ed.). The summary of the sample distribution is shown in table no. 1:

**Table 1: Distribution of Sample according to different variables in percentage**

Variable		Total Number	Percentage
Gender	Male	28	35.90%
	Female	50	64.10%
Locality	Rural	54	69.23%
	Urban	24	30.77%

**Sampling Technique:** The study has been followed by Probability sampling – Simple Random Sampling Technique.

**Tools:** The self-made questionnaire was developed by the researcher and modified by few teachers of the university of burdwan to measure the perception towards Academic Dishonesty among higher learning students. It consists of 20 items having 11 positive and 9 negative items with the five-point Likert scale of strongly agree, agree, not sure, disagree, strongly disagree carry a weightage of 5, 4, 3, 2, 1 for positive item and just the revise in case of negative items.

**Variables:**

Independent Variable: Selection of sample on the basis of Gender & Locality.

Dependent Variable: Perception of higher learning students towards Academic Dishonesty.

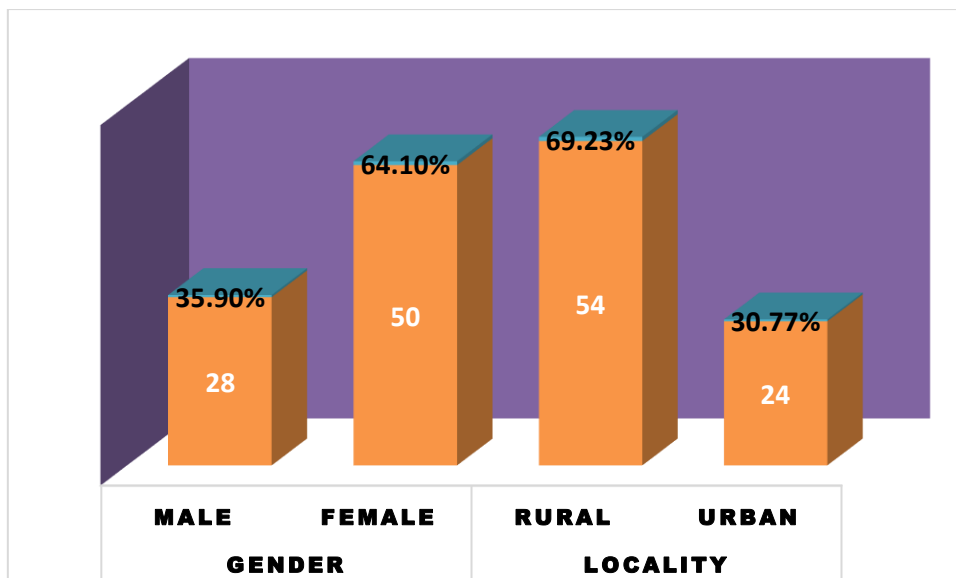
Categorical Variable: Gender: Male & Female, Locality: Rural & Urban.

**DELIMITATIONS OF THE STUDY**

The study was delimited to the following:

1. The data were collected from University of Burdwan.
2. The study was restricted to only 78 students.
3. The study was conducted on M.A. & M.Ed. students only.
4. The variables of the study were delimited to demographic variables like Gender and locality of the students.

**DATA ANALYASIS & INTERPRETATION**



**Figure -1: Distribution of Samples: On the basis of Gender & Locality of the students**

**Table -2. Data analysis for Ho1:**

**Objective 1:** To find out the difference in Perception towards Academic Dishonesty among the students of higher learning with regard to their gender.

**Table 2.1: Scoring Procedure**

	Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree
<b>For Positive direction question</b>	5	4	3	2	1
<b>For Negative direction question</b>	1	2	3	4	5

**Table 2.2: Analysis of the result by using t-test**

	Male	Female
<b>Mean</b>	71.07143	69.92
<b>N</b>	28	50
<b>S.D.</b>	6.959824	5.72442
<b>df</b>	76	
<b>0.01 Critical Value (Two-tail)</b>	2.64	
<b>'t' value</b>	0.433228	
<b>Ho1 – Result: Null Hypothesis is Accepted at the 1% level.</b>		

The 't' value is 0.433228. The table values should be  $t_{0.01} = 2.64$  with  $df = 76$  as per table 2.2. Whereas, the present t-value is 0.433228, which does not exceed the table value of 't' at 0.01 level of significance. The hypothesis Ho1: "There is no significant difference in perception towards Academic Dishonesty between male and female higher learning students" is accepted.

It may be interpreted from the above finding that due to technological advancement, technological literacy of student, knowledge quest of student, interest towards academic dishonesty, impact of social media & mass media and various webinar on academic dishonesty both male and female higher learning students are equally aware of academic dishonesty. Their thoughts, Values, Awareness Levels, Perceptions and Attitudes are almost similar towards academic dishonesty. Therefore, there is no significant difference between male higher learning students and female higher learning students in their perception towards academic dishonesty.



**Table - 3: Data analysis for Ho2:**

**Objective 2:** To find out the difference in Perception towards Academic Dishonesty among the students of higher learning with respect to their locality (Urban & Rural).

Table 3.1: Analysis of the result by using t-test

	Rural	Urban
Mean	70.38889	70.20833
N	54	24
S.D.	5.485544	7.638456
df	76	
0.01 Critical Value (Two-tail)	2.64	
't' value	0.906066	
<b>Ho1 – Result: Null Hypothesis is Accepted at the 1% level.</b>		

The 't' value is 0.906066. The table value should be  $t_{0.01} = 2.64$  with  $df = 76$  as per table 3.1. Whereas, the present t-value is 0.906066, which does not exceed the table value of 't' at 0.01 level of significance. The hypothesis Ho2: "There is no significant difference in perception towards Academic Dishonesty between rural and urban higher learning students" is accepted.

It may be interpreted from the above result that living in a rural area is no barrier to being aware of academic dishonesty in higher education. Although there are differences between rural and urban higher learning students according to the residential locality but due to technological advancement, technological literacy of student, knowledge quest of student, interest towards academic dishonesty, impact of social media & mass media and various webinar on academic dishonesty their thoughts, Values, Awareness Levels, Perceptions and Attitudes are almost similar towards academic dishonesty. Therefore, there is no significant difference between rural higher learning students and urban higher learning students in their perception towards academic dishonesty.

**Table - 4: Data analysis for Ho3:**

**Hypothesis:** There is no significant difference in perception towards Academic Dishonesty between Rural male and Rural female higher learning students.

Table 4.1: Analysis of the result by using t-test

	Rural Male	Rural Female
Mean	71.05882	70.08108
N	17	37
S.D.	6.219632	5.176756
df	52	

<b>0.01 Critical Value (Two-tail)</b>	2.66
<b>'t' value</b>	0.548028
<b>Ho1 – Result: Null Hypothesis is Accepted at the 1% level.</b>	

The 't' value is 0.548028. The table value should be  $t_{0.01} = 2.66$  with  $df = 52$  as per table 4.1. Whereas, the present t-value is 0.548028, which does not exceed the table value of 't' at 0.01 level of significance. The hypothesis Ho3: "There is no significant difference in perception towards Academic Dishonesty between Rural male and Rural female higher learning students" is accepted.

It may be interpreted from the above finding that due to technological advancement, technological literacy of student, knowledge quest of student, interest towards academic dishonesty, impact of social media & mass media and various webinar on academic dishonesty both rural male and rural female students are equally aware of academic dishonesty. Their thoughts, Values, Awareness Levels, Perceptions and Attitudes are almost similar towards academic dishonesty. Therefore, there is no significant difference between rural male higher learning students and rural female higher learning students in their perception towards academic dishonesty.

**Objective 3:** To study the overall Perception towards Academic Dishonesty among the students of higher learning.

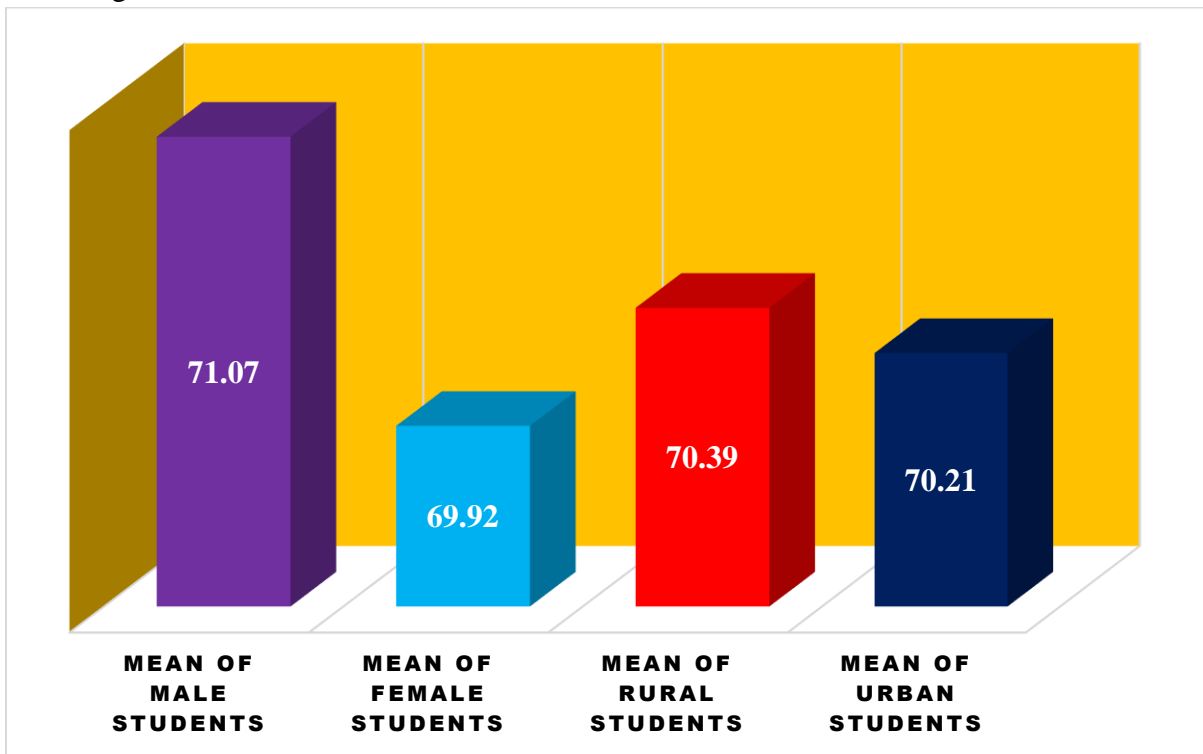


Figure -2: Graphical representation of mean score of male and female & rural and urban students

**RESULT & FINDINGS**

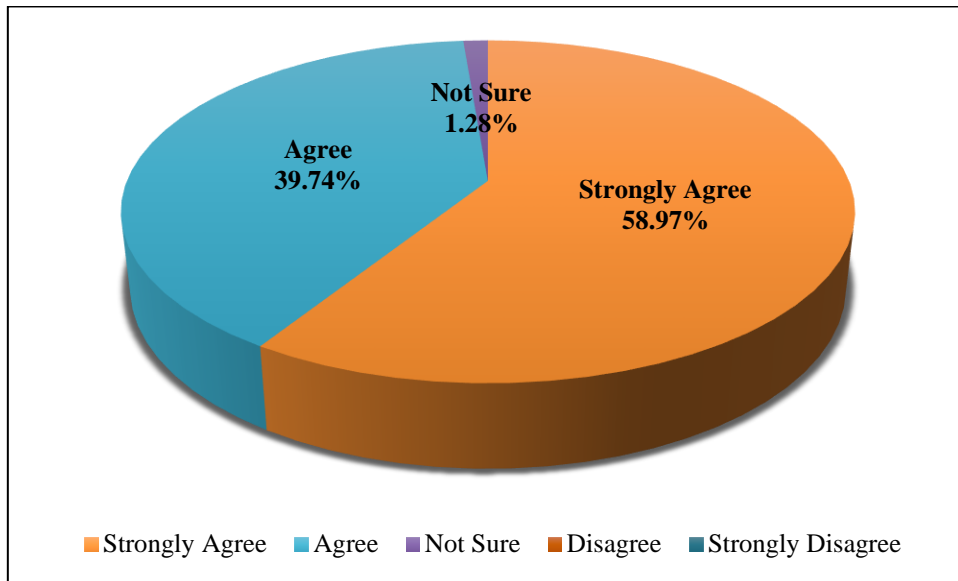


Figure 3. Academic dishonesty affects university's learning environments.

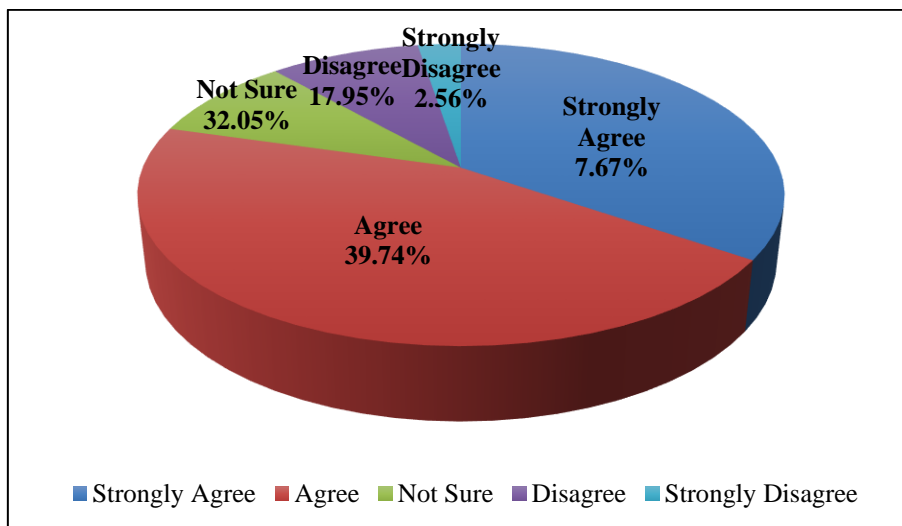


Figure 4. Students are very concerned about their unethical behaviour.

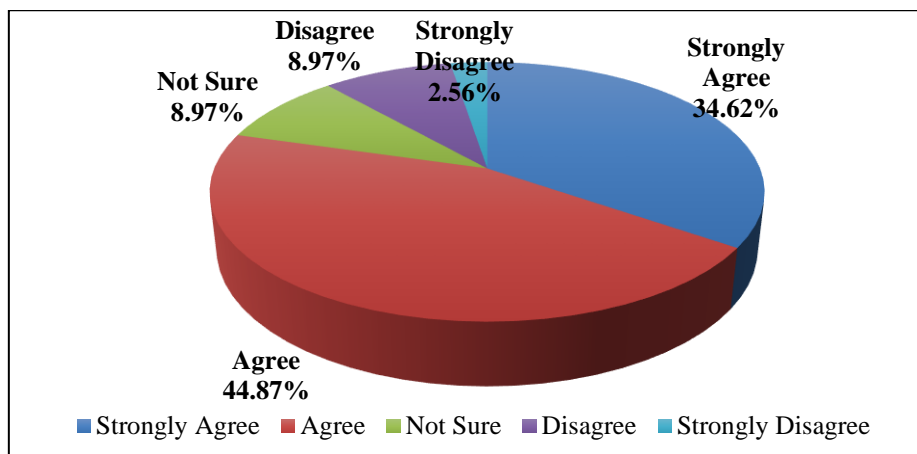


Figure 5. Those who behave unethically should be punished according to ethical rules.

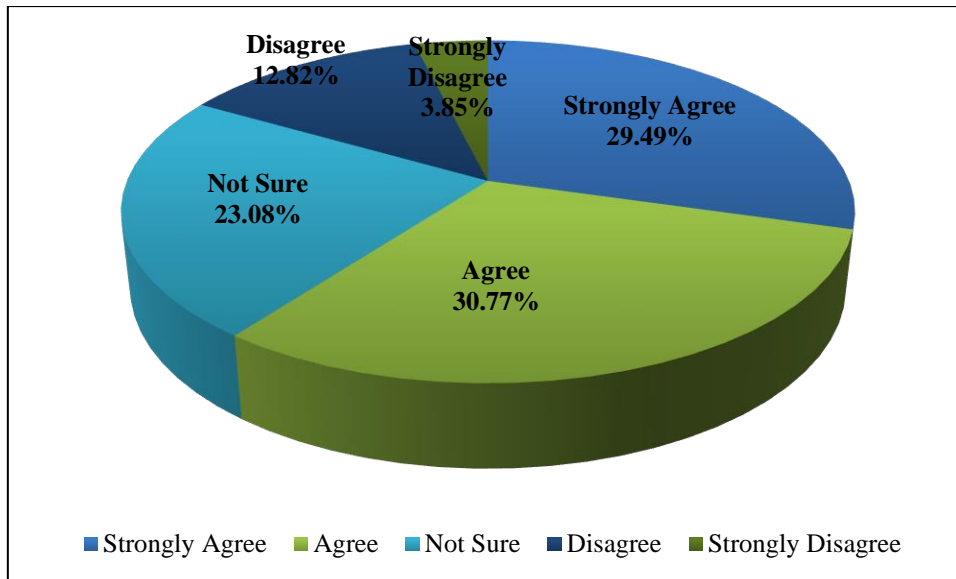


Figure 6. Students behave unethically because they are not aware of the punishments.

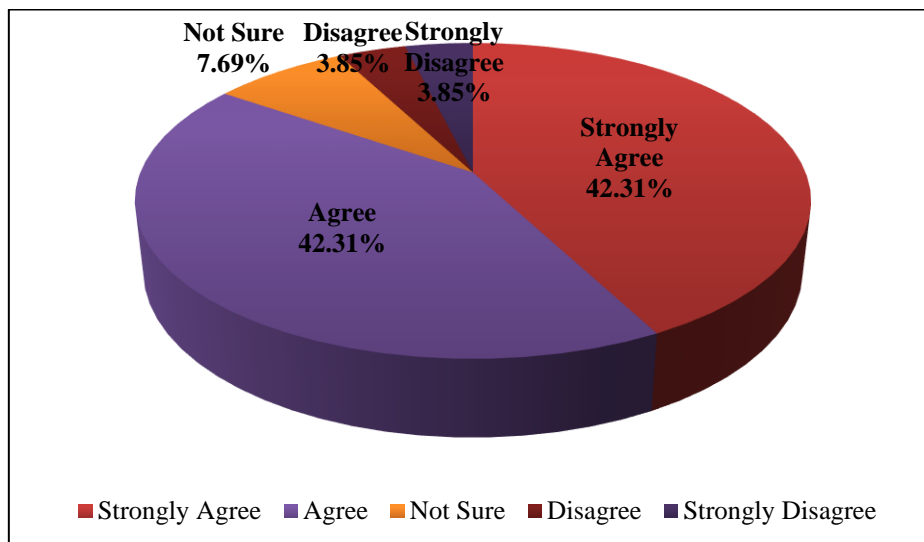


Figure 7. Academic dishonesty is an obstacle to proper assessment of the student.

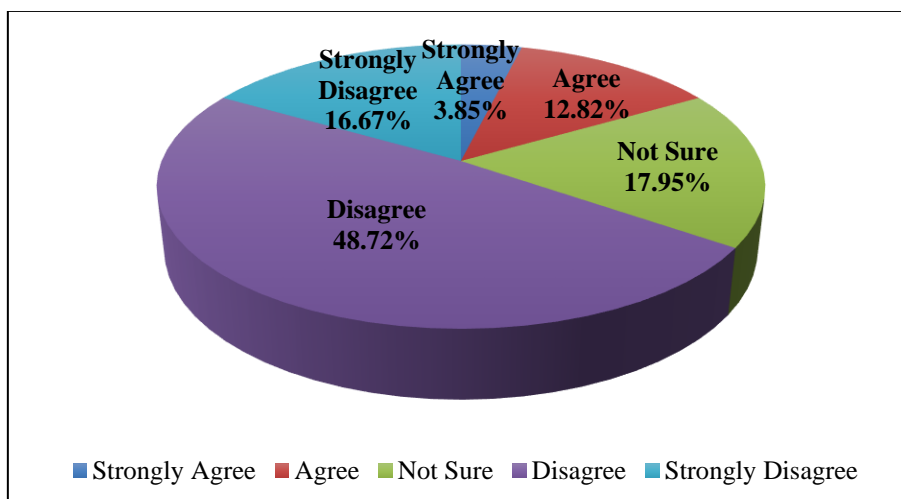


Figure 8. Students attend classes irregularly, but teachers do not warn them.

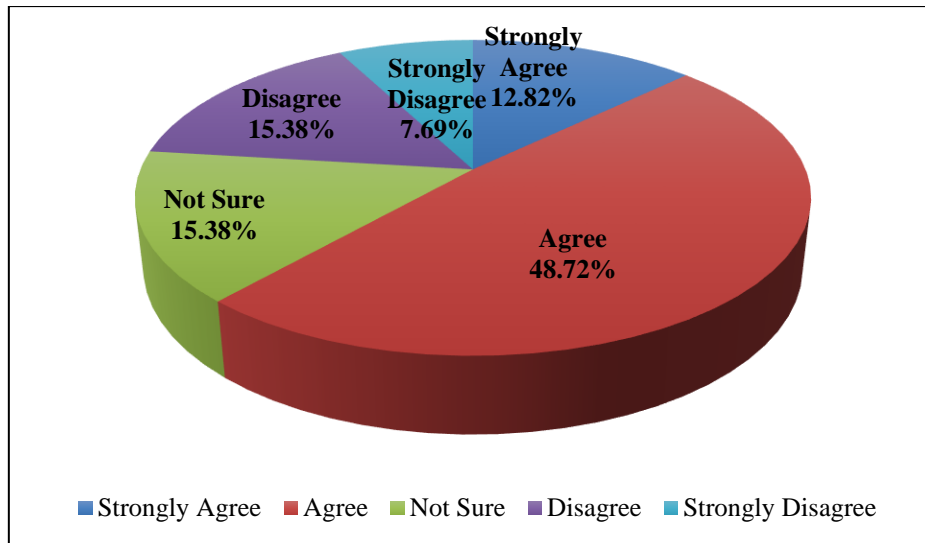


Figure 9. Students sometimes chat with teachers during class.

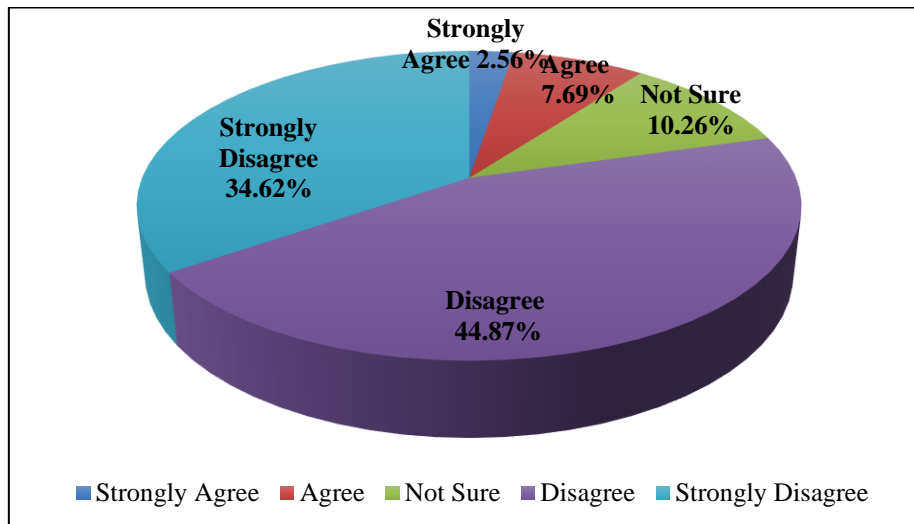


Figure 10. Sometimes students get out of class, but teachers do not say anything.

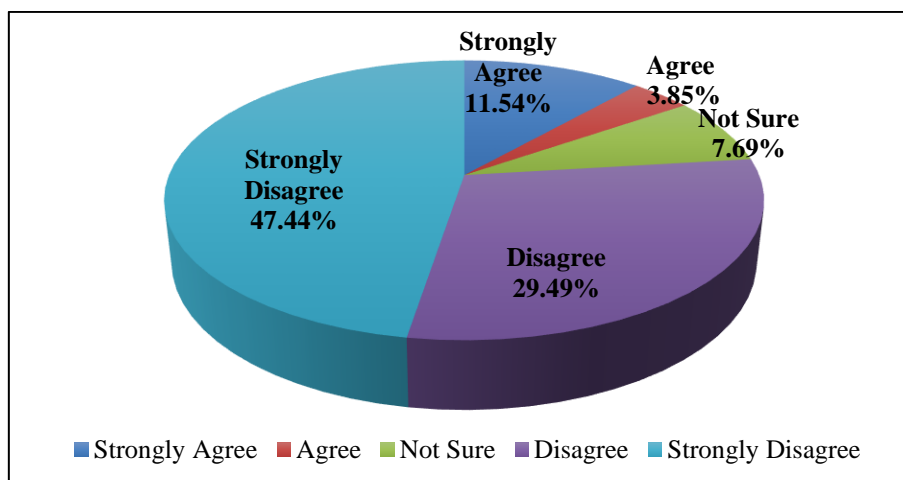


Figure 11. The teacher does not feel annoyed that students talk with friends, chat, use mobile phones during class.

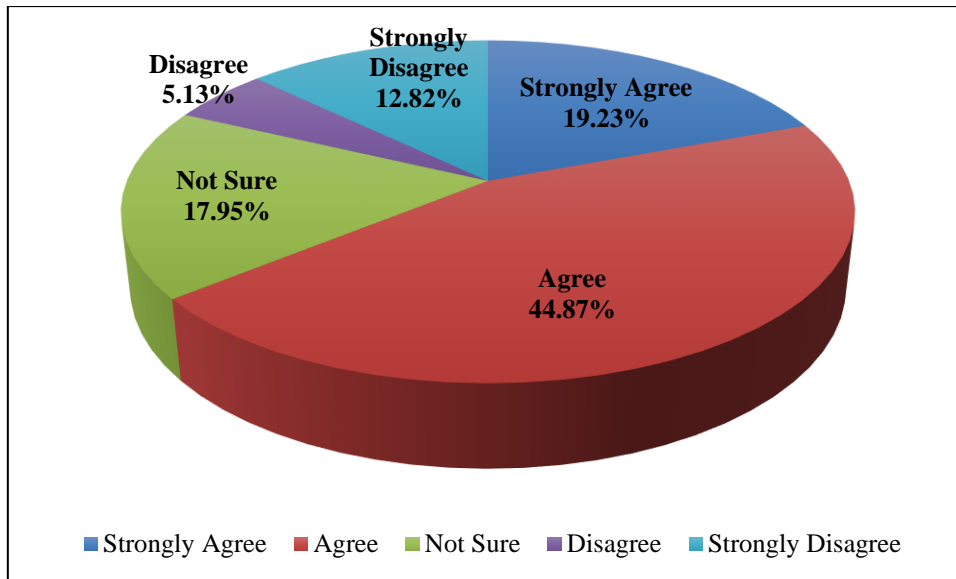


Figure 12. The teacher sometimes enters the class early and late.

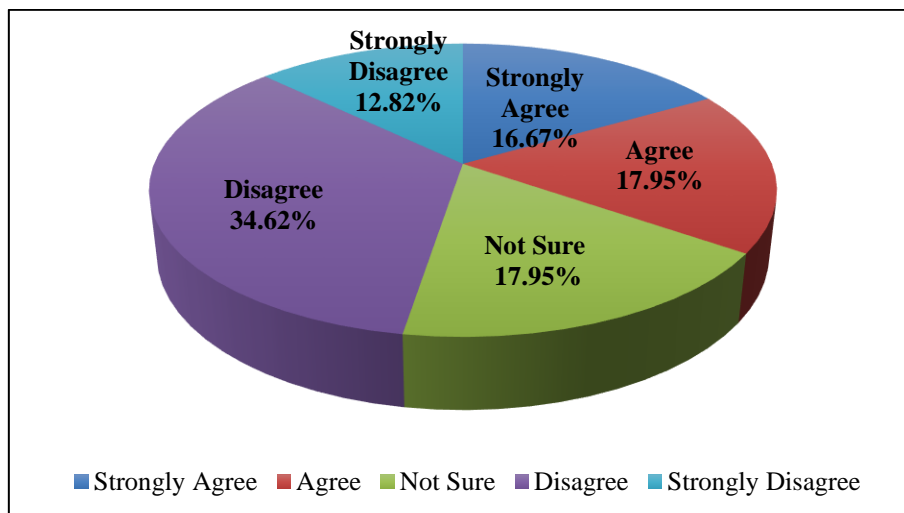


Figure 13. Some teachers do not use any teaching methods during class.

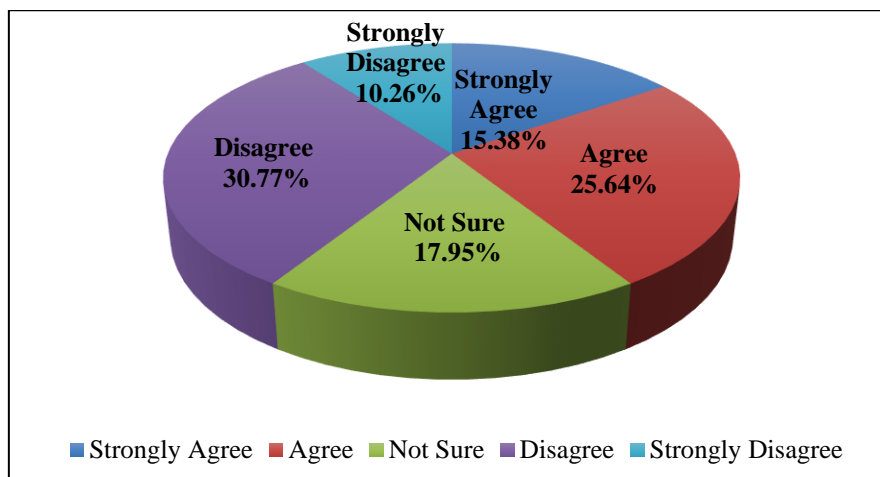


Figure 14. Sir writes notes instead of teaching in class which is very helpful for us.

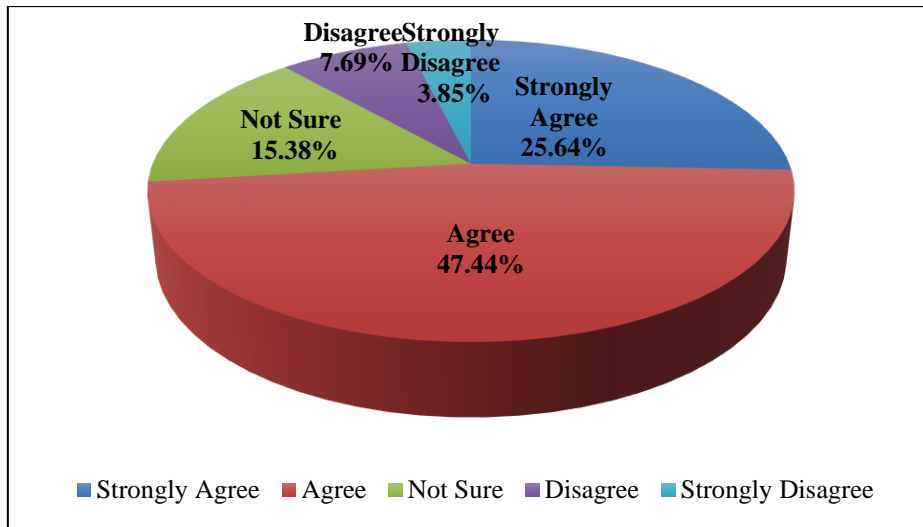


Figure 15. Many students go home before all the classes for a given day are over.

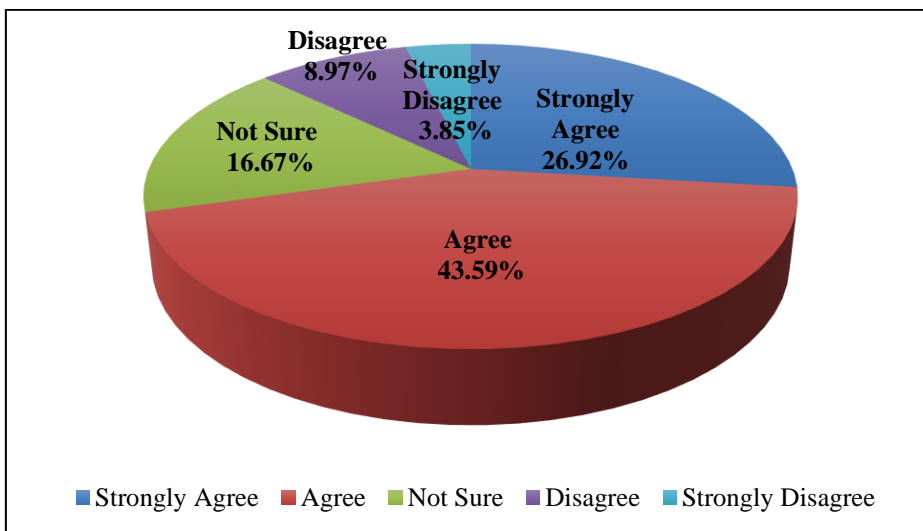


Figure 16. The teacher maintains strict discipline during the examination.

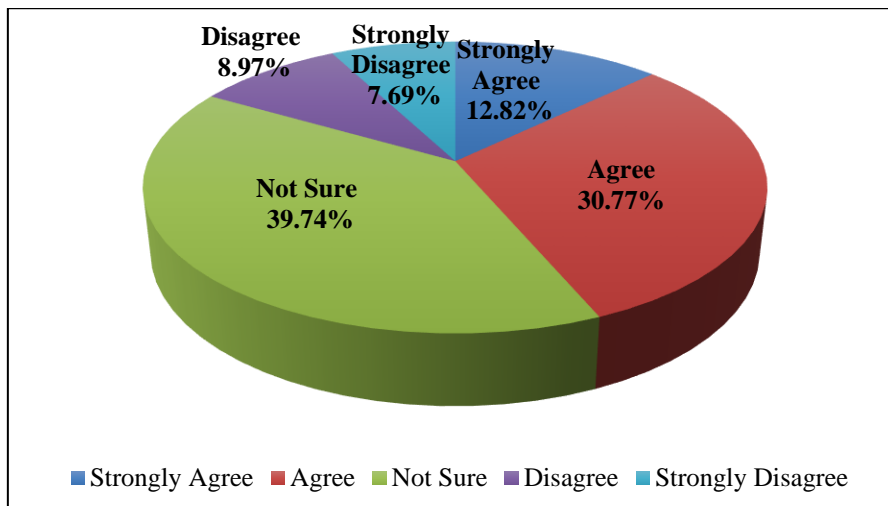


Figure 17. Students often take help from friends during exams.

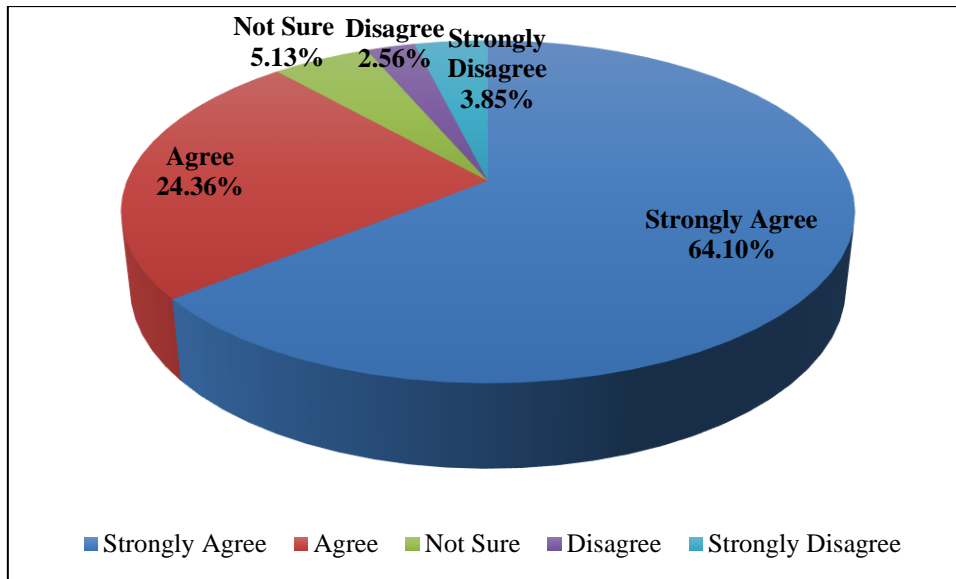


Figure 18. Students take dishonest precautions during the examination.

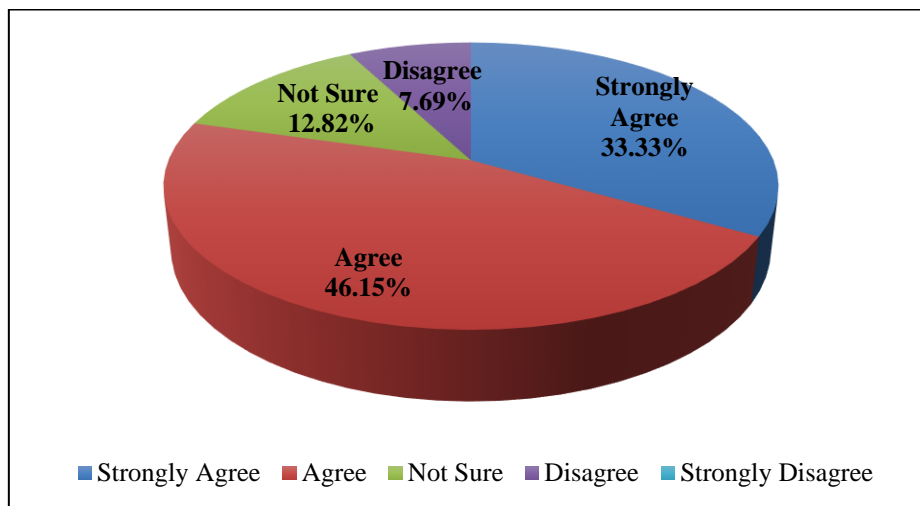


Figure 19. Academic honesty is very important for students to develop proper personality.

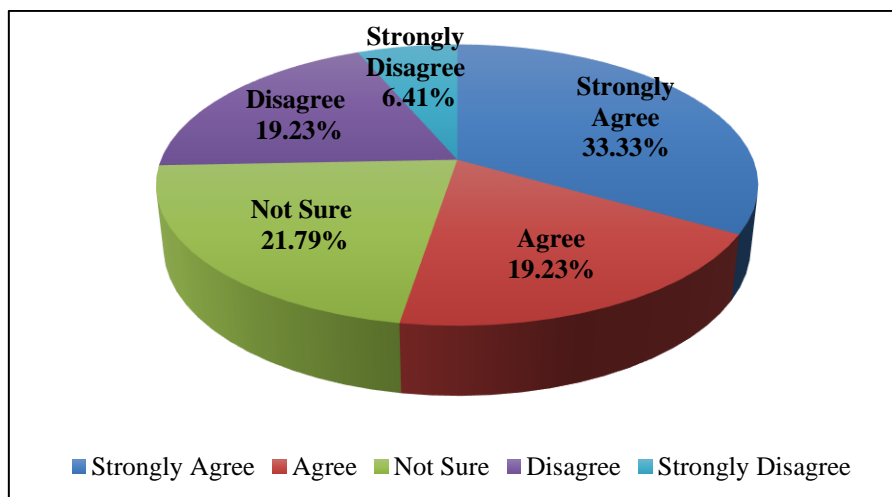


Figure 20. Students occasionally absent from all the co-curricular activities conducted by the institution due to personal reasons.



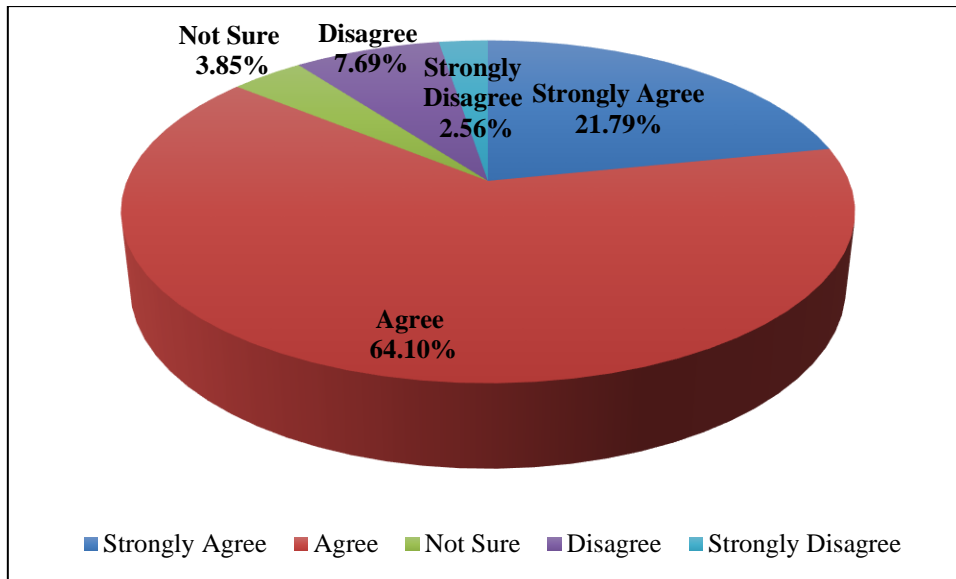


Figure 21. Students sometimes take help from friends, family and relatives to complete various projects.

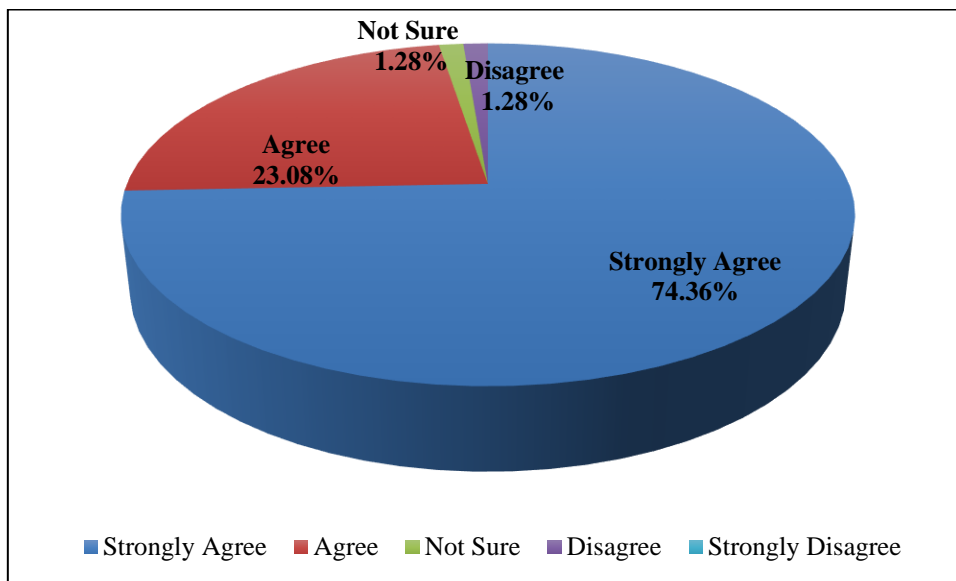


Figure 22. Every student needs to be aware of academic dishonesty.

The overall perception towards academic dishonesty of higher learning students is good. Almost every higher learning student (98.72%) feels that academic dishonesty affects the learning environment of the university, 73.08% higher learning students think that students go home before all the classes are over for a given day, 85.89% of higher learning students said they occasionally seek assistance from friends, family and relatives to complete various projects. 79.49% of higher learning students believe that unethical behaviour should be punished according to ethical rules. 79.48% higher learning students feel that academic honesty is very important to develop a proper personality of a student and almost every higher learning student (97.44%) feels that students need to be aware of academic dishonesty.

### LIMITATIONS OF THE STUDY

1. The participants in this study may not represent the entire population of higher learning students. This study is conducted at a single university, the findings may not be applicable to students of other institutions or different cultural backgrounds.
2. This study may focus only on the perceptions of students without considering the views of faculty members, academic administrators or other relevant stakeholders who could provide valuable insights into the issue of academic dishonesty.
3. Participants may provide socially desirable responses rather than expressing their true opinions or behaviours regarding academic dishonesty. This biasness can affect the accuracy and reliability of the data collected.

### CONCLUSION

Academic dishonesty among higher learning students is a complex issue that varies across individuals and institutions. While some students may view academic dishonesty as a means to achieve better grades or alleviate academic pressures, others recognize the importance of academic integrity and the long-term consequences of engaging in dishonest behaviour. This Research work suggests that several factors contribute to these varying perceptions. Cultural norms, peer influence, social media, mass media and institutional policies all play a role in shaping students' perceptions towards academic honesty. Additionally, the rapid advancement of technology has introduced new challenges with online platforms providing opportunities for cheating and plagiarism. Efforts to address academic dishonesty should involve a multifaceted approach. Educational institutions need to prioritize fostering a culture of academic integrity through the implementation of clear policies, robust ethical guidelines, and comprehensive awareness campaigns. It is crucial to promote a supportive learning environment where students feel empowered to seek help, develop effective study skills and manage academic stress. Furthermore, educators and administrators should emphasize the intrinsic value of learning, critical thinking, and personal growth rather than solely focusing on grades. Encouraging open discussions about the importance of academic integrity and providing resources for ethical decision-making can also contribute to changing students' perceptions. Ultimately, changing the perception towards academic dishonesty requires a collective effort from all stakeholders involved in higher education, as it is crucial to cultivate a sense of responsibility, ethics, and integrity among students, ensuring a fair and equitable learning environment that prepares them for success in their future challenges.

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