A PERSPECTIVE ON ACADEMIC DISHONESTY

by:
Ysabel Angela V. Embile

Educational institutions are pivotal in upbringing future leaders and professionals in the government, business and academe. Given that, ethical issues of academic context pose problem because it mitigates the students’ optimal learning by hindering the teachers’ ability to impose appropriate teaching and evaluation. (Naghdipour & Emeagwali, 2013)

Academic dishonesty is not a new phenomenon and has been prevalent and somehow widely accepted by the student population. This has been associated with actions such as cheating, plagiarism as well as forging and trading of documents and credentials. Copying another’s assignment or test answers, looking at someone else’s paper and referring to reference materials and notes during exams are the most common forms of cheating among students. With the advancement of technology, new methods of cheating also emerge. (Naghdipour & Emeagwali, 2013) The so called-copy and-paste of encoded works is one of the most common students’ last resort in assignment making. The situation was made worse by the notion of neutralization in which students tend to justify that it is okay for them to cheat since everybody else is cheating. (Haines et al., 1986)

Although students did not report any severe form of cheating, a research shows that students are likely to get engaged in academic dishonesty. In addition, the lecturers’ observations with respect to students’ amount of cheating does not match the opinion of students.

Social and academic motivation proves to be directly correlated to the tendency of students to cheat. Relational factors such as participation structure, teacher commitment,
and teacher respect also significantly affect other factors such as grade in school, academic self-efficacy and extrinsic goal orientation (Murdock, Hale, & Weber, 2001). Lower achieving students are more prone to cheating given that they do not identify with school. Meanwhile, higher achieving students with low levels of academic self-efficacy are also likely to get engaged to cheating. (Finn, & Frone, 2004)

It is the school’s duty to educate honest and trustworthy citizens who will handle tomorrow’s society. Although the temptation of cheating is always at hand, strict school policies and teacher strategies in identifying and addressing academic dishonesty as well as raising the standards and quality of the lectures and exams will help diminish, if not fully terminate this issue.

References: