

**A Study on Investigating the Factors Encouraging Cheating Behavior among  
Prospective Teachers and Developing Preventing Strategies from Cheating at Mirpur  
University of Science & Technology (Must) Mirpur AJK**

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**Abstract**



*Cheating behavior among prospective educators is an increasing concern, with serious ramifications for the future of the educational system. The purpose of this study was to investigate the factors that promote cheating behavior among aspiring teachers and develop mitigation techniques at Mirpur University of Science and Technology (MUST), which is located in Mirpur, AJK. The research was quantitative in character, with a descriptive survey methodology. Data were collected using a self-created questionnaire directed at potential teachers in the Department of Education. The questionnaire's reliability was evaluated by pilot testing, which yielded a Cronbach Alpha score of 0.83, indicating that the tool was suitable for the study. The collected data was analyzed by SPSS, which used descriptive statistical approaches such as frequency and percentage. The findings expressed that peer pressure, the desire for excellent marks, fear of failure, parental expectations, and permissive teacher attitudes all had a substantial role in encouraging cheating activity among students. The results also highlighted preventive strategies such as strict exam supervision, the promotion of academic integrity, and awareness campaigns to discourage dishonest activity. It shows that cheating behavior among prospective educators is a complex issue driven by personal, social, and institutional variables that requires immediate response through ethical training and policy-based initiatives to protect academic integrity and professionalism.*

**Keywords:** Cheating Behavior, Prospective Educators, Academic Integrity, Policy-based Initiative

**Introduction**

Cheating behavior refers to “the deliberate and deceptive actions taken by an individual to gain an unfair advantage, typically involving dishonesty in academic, personal, or professional contexts” (Johnson, 2020, p. 78). Cheating Behavior is one of the student’s actions it is a serious problem of education system because this action makes students dishonest and students are being unable to do something better in future.

Due to lack of learning and understanding of materials at a lower level and depend on cheating habits, students cannot show good performance in higher studies and have faced difficulties in understanding of course material. Some of the students that they are observed by teachers in class these students are weak in solving mathematical problems, vocabularies, grammatical mistakes, spellings mistakes, theorems, numerical and sentence making in grade and also they are not good at experimental work

Due to cheating behavior and are not confident on themselves.

Studies have shown that students’ perceptions of student-instructor relationships have an impact on admitted rates of cheating in the classroom (Stearns, 2001). It was Found that a considerably small number of students reported their engagement in cheating behavior, such as passing answers to others, cheating in preparing Assignments (Imran Arshad, Hasan Zahid, Shumaila Umer, Sheraz Yar Khan, Irshad Hussain Sarki, Muhammad Nauman Yaseen, 2021). Academic

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cheating among Higher Education Students in Pakistan. Working for the similar task in a group lead Them towards dishonest behavior. Close friendships also encourage students to cheat from the answer script of neighboring friend.

Students have many anxieties with regard to exams like pressure by parents, teachers, and schools to get a position in class. They are running in the grades race. Everybody wants to achieve the highest grades by any means to please their parents. Most of the students know cheating practice is not a good habit for their educational and job career but they think it is a very important thing for achieving a good score in final result. They find it an easy route towards success. Examination cheating has been treated as a more serious type of fraud compared with coursework cheating (Ashworth 1997).

There are punishments after being caught but still this is one of the most frequent sources of cheating. In today's competitive academic environment, students may feel that their grades are the only thing that matters, and there is nothing beyond it. So, if not fully prepared, they feel that cheating is the only way to achieve the grades they need to get into a good college or to get a desirable job. Another reason why students cheat is due to a lack of confidence in their abilities, which can result from various underlying factors. For example, inadequate support or encouragement from their family, teachers, or mentors may leave them feeling that their efforts are not worth it, therefore they may develop a sense of inefficiency.

Developing effective prevention strategies to deter cheating behavior among prospective teachers is essential. These strategies may include educational interventions, integrity training, creating a culture of academic honesty, and addressing the underlying factors that drive cheating.

### **Statement of the Problem**

Cheating behavior is a growing concern among prospective teachers. The research aim to understand the factors contributing to cheating among prospective teachers and propose strategies to deter such unethical practices. It seeks to identify the root causes of cheating and propose measure to promote the culture of academic integrity with in the University. The study focus on investigating the factors that encourage cheating behavior and propose preventive measures that can be effectively implemented to reduce these practices in education system.

### **Objectives of the Study**

The following are the objectives of this study:

- To identify the key determinants and motivations behind cheating behavior among students.
- Cultivating interests in science and related pursuits, To examine the strategies used by teachers to prevent cheating behavior among students.

### **Research Questions**

Study aims to attain the answer these questions:

- What are the key determinants and motivations behind cheating behavior among students?
- What are the strategies used by teachers to prevent cheating behavior among students.

The research used a quantitative descriptive survey design to collect data from prospective teachers. A self-administered questionnaire was used to collect data and data was analyzed by using SPSS software. The study was conducted at Mirpur University of Science and Technology (MUST), Mirpur AJK.

### **Significance of the study**

This study is significant for university administration to develop fear free environment and device disciplinary policies to prevent cheating behavior among prospective teachers. This study is significant for faculty members to create such assessment strategies that can promote students learning rather than anxiety and threats. This study is also significant for prospective teachers to their academic integrity, ethical awareness and professional development.

### **Delimitation of the study**

The study is limited to Department of Education students of Mirpur University of Science and Technology (MUST).

### **Hypothesis**

There aren't any factors at Mirpur University of Science and Technology that encourage prospective teachers towards cheating.

In conclusion, cheating behavior among prospective teachers is a complex issue that warrants careful examination and the development of targeted prevention strategies. This background study provides

the foundation for further research and the implementation of measures to maintain the integrity of the teaching profession and ensure the delivery of high-quality education to students.

### **Literature Review**

According to Theart and Smit (2012), cheating behavior refers to the fraudulent activities or efforts made by a student to use unapproved or undesirable methods in any kind of academic work. According to Jensen (2001), cheating behavior encompasses the act of students trying to pass off the academic work of others as their own. Academic dishonesty has two distinct manifestations: cheating, characterized by the act of replicating others' answers, and plagiarism, denoting the act of improperly attributing sources or failing to provide accurate citations. According to the findings of Craig and Dalton (2013), the act of plagiarism encompasses both deliberate and inadvertent activities involving the improper use of another individual's work. Plagiarism encompasses several forms, including the act of reproducing someone else's work, directly copying the whole of a document, or acquiring another individual's written work, and afterwards presenting it as one's own. Furthermore, there is a tendency towards imprecise and insufficient practices in the act of quoting, referencing, and reporting sources, which may be regarded as dishonest (Spielberger, 2004).

In contrast, cheating may be described as an act of characterized by the intention to deceive in order to gain advantages or establish supremacy over other students, as defined by Salkind (2008). Anderman. (2009) delineated cheating into four distinct forms, namely: interpersonal information transmission, use of aiding instruments, capitalization on vulnerabilities, and replication of responses or information. According to Cizek (2012), academic cheating encompasses any behavior undertaken before to, during, or after to the administration of assessments and assignments with the aim of obtaining an unjust advantage or generating erroneous outcomes. Cizek (2012) provided a more detailed explanation of cheating, which encompasses three distinct domains: cheating via the act of providing, obtaining, or receiving information from others during an examination or test; cheating by using resources or information that are explicitly banned; and cheating with the intention of circumventing the assessment process. Cheating, as defined by Davis. (2009) and Lambert. (2003), encompasses

Over the course of the last five decades, there has been a noticeable and significant rise in the proportion of students who admit to engaging in regular or frequent acts of cheating behavior, with a particular emphasis on cheating during examinations (Bertram Gallant, 2020; Parnter, 2020). According to a study conducted by McCabe. (2001), the prevalence of cheating in the early 1960s was around 17%. However, by the 1990s, this figure had risen to 38%. In a similar vein, previous studies conducted by Hamlin. (2013) and Küçüktepe (2014) have shown the occurrence of cheating at a rate ranging from 50% to 70%. Additionally, previous studies conducted by Burton. (2011) and Simkin and McLeod (2010) have provided estimates indicating that a significant proportion of undergraduate students, ranging from 60% to 95%, have engaged in cheating practices throughout their academic journey.

The impact of socio-cultural circumstances, demographic makeup, and educational policies and programs on students' perception of cheating conduct is evident. The findings of these studies indicate that there are notable variations in the views of academic cheating among students from various nations and cultures (Fienberg, 2009).

### **Factors lead to Cheating on the Part of Students**

Numerous physical and psychological factors serve as incentives for learners to engage in academic corruption (Bedford, Gregg, & Clinton, 2011). Numerous studies have shown that demographic variables, particularly age and gender, exhibit a correlation with instances of cheating behavior (Ogilvie & Stewart, 2010). According to Baird (1980), research findings indicate that teenage learners have a higher likelihood of engaging in unethical academic behaviors compared to adult pupils. According to Haines et al. (1986), teenagers tend to engage in behaviors that contribute to academic dishonesty to a greater extent than adults due to their immaturity, both in terms of age and personality, at this developmental period. There is a decreased likelihood of engagement in illicit academic activities among those who possess extensive experience and maturity. Likewise, a significant portion of the conducted studies have shown that male students exhibit a higher frequency of engagement in exploitative educational practices compared to their female counterparts. The gender discrimination hypothesis proposed by Bussey and Bandura (1999) provides a plausible foundation for this disparity. According to theoretical perspectives, it has been suggested that women tend to exhibit a greater

inclination towards adhering to norms, whilst males may display a somewhat lower level of commitment to rules and disciplines in this context.

Academic pressure is a significant factor encouraging cheating behavior among prospective teachers. The demanding coursework and high-stakes assessments in teacher preparation programs can lead candidates to seek shortcuts to success (Zheng, 2019). The competitive nature of these programs may intensify the desire to cheat to gain an edge (Kuk & Bicak, 2013).

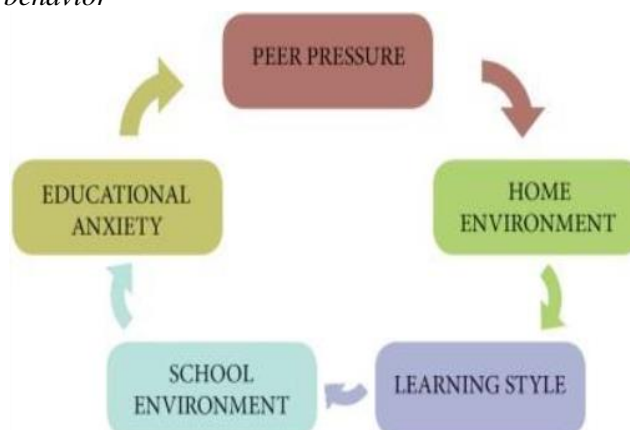
According to the study conducted by Chapman et al. (2004), there was a higher incidence of academic dishonesty seen among students majoring in marketing compared to their counterparts in other business-related fields. The research conducted by Mensah et al. (2016) revealed that the area of study exerted a notable influence, as engineering students had a higher tendency to engage in academic dishonesty compared to their counterparts in the hospitality discipline.

In contrast, Elias and Farag (2010) argue that business students who possess a strong affinity for financial gain may exhibit a diminished perception of the ethical implications associated with specific forms of academic dishonesty, thereby increasing their propensity to engage in cheating. The idea put out by Morris and Kilian (2006) is substantiated by their empirical investigation carried out across seven colleges in the United States. Research has shown that undergraduate students majoring in accounting and business tend to report greater incidences of academic dishonesty compared to those pursuing other degrees. Hence, the study conducted by Oneill and Pfeiffer (2012) establishes the correlation between the absence of academic integrity among accounting students and the occurrence of accounting scandals, hence suggesting a lack of surprise in such events.

Previous studies have shown a correlation between dishonesty, namely cheating, during one's college years and the likelihood of engaging in unethical conduct in future professional environments (Lupton & Chaqman, 2002). To clarify, individuals who have shown unethical conduct throughout their collegiate years tend to persist in engaging in such actions throughout their subsequent professional endeavors. According to the findings of Lupton and Chaqman, it has been shown that instances of cheating in college that result in success tend to persist as a habitual pattern even after individuals graduate from college. The findings of Sims (1993) further substantiated this assertion. Sim's research indicates that individuals who participated in unethical actions during their undergraduate years have a higher propensity to engage in more severe acts of dishonesty inside their professional settings.

The influence of friendship is also thought to impact the propensity for cheating behavior among students. In relation to this matter, Chapman et al. (2004) discovered that the occurrence of cheating is more prevalent inside social circles of friends as opposed to casual acquaintances. In essence, it may be seen that students have a higher propensity for engaging in academic dishonesty when they find themselves in social contexts characterized by a larger congregation of peers.

*Factors effect cheating behavior*



Additionally, the home environment, which pertains to the circumstances in which individuals reside, is another influential component in the occurrence cheating behavior. The aforementioned proverb posits that the most significant tasks one does occur inside the confines of one's home. According to Taylor et al. (2002), there is a higher probability of cheating behavior when students face parental pressure to get high marks.

Another element to consider is the learning styles of the learners. Certain pupils exhibit a naturalistic learning style, whilst others tend to lean towards visual and aural modes of learning.

Learning styles such as cognitive, emotional, and physiological behavior are enduring indications that reflect how learners perceive, engage with, and react to the learning environment. Furthermore, inside the educational setting, there exists a climate in which instances of academic dishonesty occur. There exist several factors that may lead a teenager to choose for academic dishonesty instead of upholding academic integrity. According to Sarita (2015), adolescents engage in competition with one another in order to achieve class rank.

Educators possess a degree of agency in configuring their classroom environments, as well as in establishing and achieving educational objectives throughout the course of the academic year. In the classroom setting, teachers may choose either a mastery goal structure or a performance goal structure. Mastery objectives prioritize the acquisition of knowledge and skill development, whereas performance goals center on achieving high grades and striving for excellence. According to Sarita (2015), educational anxiety is characterized by the amalgamation of anxiety and academic anxiety. Many children have various anxiety in relation to their education, as they face significant pressure from both parents and schools to get high academic grades. Consequently, these expectations have resulted in elevated levels of stress among students. The students possess an awareness that engaging in academic dishonesty is morally wrong; nonetheless, they see their primary objective to be the attainment of high marks.

Indeed, a significant portion of the scholarly investigation into academic dishonesty has focused on the exploration of potential psychological factors that contribute to students' involvement in cheating activities. The research work authored by Sarita (2015) has made a significant contribution to the existing body of knowledge on the social environment and its impact on the development of this present study on cheating. The paper effectively highlights the key elements that lead to learners engaging in academic dishonesty, with a special emphasis on the influence of peer groups.

The research conducted by Kwong et al. (2010) revealed that students engage in instances of academic misconduct due to factors such as heavy workloads and time constraints, a strong motivation to get high marks, and ambiguous guidelines provided by instructors about the definition of academic misconduct. Additionally, there are sociological and technical aspects that might potentially lead to an increased inclination towards engaging in cheating. These variables include a lack of knowledge, the influence of peer culture, the absence of punitive measures, the absence of risk, and the drive to attain success (Ma, et al., 2006). Classrooms that place a strong emphasis on achieving good marks and test scores have the potential to induce learners to engage in academic dishonesty. Situational variables are additional elements that contribute to the inclination of pupils to engage in cheating behavior.

### **Strategies to Prevent Cheating among Students**

The problem of academic dishonesty is no longer only within the purview of classroom management and cannot be effectively addressed by an individual faculty member with teaching responsibilities. Unethical conduct sometimes encompasses the utilization of advanced technological instruments that surpass institutional confines and expand globally to access remote sources of information (Simon, et al., 2003). The collaboration between administrators and professional associations is necessary in order to sustain an optimal educational setting characterized by a strong sense of trust between faculty members and the administration (Simon et al., 2003). According to Gallant (2008), there are many ways that may be used to promote and maintain academic integrity inside higher education institutions. Initially, the author observed the existence of a rule compliance technique that may be used inside institutional settings. In accordance with this approach, it is essential to adhere to a code of academic ethics that include rules that students are required to adhere to, as well as disciplinary procedures that are implemented in cases of policy violation. It is reasonable to anticipate that students enrolled in the school possess comprehension and alignment with the principles of academic integrity, and should assume personal accountability for any instance of academic dishonesty identified in their academic submissions.

According to Dalton (1998), the rule compliance method emphasizes the need of establishing a deterrent effect by making the potential costs associated with academic dishonesty significantly outweigh the potential benefits. Students that participate in academic dishonesty under this framework are often seen as deviant individuals who use the educational system in order to engage in cheating. The efficacy of punitive measures in deterring individuals who engage in academic dishonesty has been acknowledged (Dalton, 1998). In this article, Gallant (2008) presents a second technique known

as the integrity strategy. According to this approach, student misbehavior is attributed to both underdeveloped moral reasoning and a lack of comprehension about the significance of integrity in their academic endeavors. The integrity approach promotes the instruction of ethical values like as honesty and integrity to students, with the aim of enabling them to incorporate these principles into their academic endeavors.

The integrity approach promotes the instruction of ethical values like as honesty and integrity to students, with the aim of enabling them to incorporate these principles into their academic endeavors. hat will greatly influence their academic achievements inside the institution.

### **Theoretical Framework**

The current study, "Factors Encouraging Cheating Behavior and Preventive Strategies among Prospective Teachers at MUST, Mirpur AJK" is based on two well-known psychological and educational frameworks: Social Learning Theory and the Theory of Planned Behavior. These frameworks provide a detailed understanding of how cheating practices are learned, embraced, and perpetuated in educational contexts.

According to Bandura's Social Learning Theory (1977), people learn actions through observation, imitation, and reinforcement. Students commonly copy the conduct of their peers, especially when those behaviors appear to bring positive results without repercussions. In terms of academic dishonesty, students who witness their friends cheating and earning good grades or positive comments may be more likely to emulate that activity. Therefore, the development of dishonest behaviors among future teachers is greatly influenced by peer pressure, interpersonal relationships, and the general educational environment.

The thought processes that influence students' decisions to cheat are further clarified by the Theory of Planned Behavior (Ajzen, 1991). This concept holds that a person's conduct is impacted by their sense of control over their acts, their views of the behavior itself, and societal expectations. Students are more likely to intend to cheat in academic settings when they perceive cheating as acceptable or unimportant, think their friends engage in it as well, and feel certain they can cheat undetected. Therefore, this theory sheds light on how social and cognitive factors work together to influence dishonest behavior in educational settings.

### **Methodology**

#### **Research Design**

This study followed a descriptive research design. It aims to highlight the factors influencing academic integrity among students in the Department of Education.

#### **Sample and Sampling Technique**

The population of this study comprises all students in the Department of Education, including those pursuing BS Education, MA Education, and MPhil Education programs. The total number of students is 314. We selected the participants using a census approach since we considered the entire population.

Here is a table that provides an overview of the number of students in various education programs within the department, including BS Education, MA Education, and MPhil, along with the total number of students in the department:

**Table 1**

*Number of Prospective Teachers in Department of Education*

<b>Program</b>	<b>Male Students</b>	<b>Female Students</b>	<b>Total Students</b>
<i>BS Education</i>	31	197	228
<i>MA Education</i>	0	58	58
<i>MPhil</i>	5	53	58
<b>Department Total</b>	31	283	314

This table summarizes the number of male and female students in each program, as well as the total number of students in the Department of Education, which consists of 314 students in total.

#### **Data Collection Instrument**

The researcher are using a questionnaire as the data collection instrument. The questionnaire is designed to assess factors related to academic integrity and cheating behaviors among students. It is structured with items rated on a five-point Likert scale, ranging from "Strongly Disagree" to "Strongly Agree."

**Data Collection Procedure**

Researcher conduct data collection through one-on-one interactions with each student. We explain the purpose of the study and obtain informed consent from each participant before administering the questionnaire. We distribute and collect the questionnaire during face-to-face meetings.

**Response Rate**

In our study, we achieved a response rate of 91% of students, indicating a substantial and active participation in the survey. This high response rate reflects a strong level of engagement and willingness among the student population at Education Department to provide valuable insights and data for our research.

**Data Analysis Instrument**

Researchers enter the collected data into the SPSS (Statistical Package for the Social Sciences) software for analysis. We use descriptive statistics, including frequencies, percentages to summarize the responses to the questionnaire.

**Validity and Reliability**

Researchers have pilot-tested the questionnaire to ensure the clarity and validity of the items. We calculate internal consistency measures (Cronbach's alpha=0.83) to assess the reliability of the questionnaire.

**Findings and Results**

**Section 1**

**Statement No.1**

*Academic pressure and the desire for high grades can lead some students to cheat on their papers.*

**Table 2**

	<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Strongly Disagree	12	3.8	3.8	3.8
Disagree	22	7.0	7.0	10.8
Valid Neutral	52	16.6	16.6	27.4
Agree	117	37.3	37.3	64.6
Strongly Agree	111	35.4	35.4	100.0
Total	314	100.0	100.0	

This table shows the majority of respondents in this survey (72.7%) either agree or strongly agree that academic pressure and the desire for high grades can lead to cheating on academic papers. Conversely, a smaller proportion (10.8%) either strongly disagree or disagree with this assertion, indicating a divergence of opinions within the surveyed population regarding the role of academic pressure and high grades in academic misconduct.

**Statement No.2**

*Time constraints and procrastination may push students to resort to cheating as a quick solution.*

**Table 3**

	<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Strongly Disagree	6	1.9	1.9	1.9
Disagree	27	8.6	8.6	10.5
Valid Neutral	88	28.0	28.0	38.5
Agree	143	45.5	45.5	84.1
Strongly Agree	50	15.9	15.9	100.0
Total	314	100.0	100.0	

This table shows most respondents in this survey (61.4%) either agree or strongly agree that time constraints and procrastination can push students to resort to cheating as a quick solution. Conversely, a smaller proportion (10.5%) either strongly disagree or disagree with this assertion, indicating a divergence of opinions within the surveyed population regarding the impact of time constraints and procrastination on academic misconduct.

**Statement No. 3**

*Fear of failure can also motivate students to cheat.*

**Table 4**

	<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Strongly Disagree	17	5.4	5.4	5.4

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	Disagree	21	6.7	6.7	12.1
Valid	Neutral	55	17.5	17.5	29.6
	Agree	124	39.5	39.5	69.1
	Strongly Agree	97	30.9	30.9	100.0
	Total	314	100.0	100.0	

In summary, the majority of respondents in this survey (70.4%) either agree or strongly agree that the fear of failure can motivate students to cheat. Conversely, a smaller proportion (11.1%) either strongly disagree or disagree with this assertion, indicating a significant level of consensus within the surveyed population regarding the role of the fear of failure in academic misconduct.

### Statement No.4

*Peer influence and the belief that others are cheating can normalize the behavior.*

**Table 5**

		<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
	Strongly Disagree	10	3.2	3.2	3.2
Valid	Disagree	43	13.7	13.7	16.9
	Neutral	92	29.3	29.3	46.2
	Agree	110	35.0	35.0	81.2
	Strongly Agree	59	18.8	18.8	100.0
	Total	314	100.0	100.0	

The table highlights the majority of respondents in this survey (53.8%) either agree or strongly agree that peer influence and the belief that others are cheating can normalize cheating behavior. Conversely, a smaller proportion (16.9%) either strongly disagree or disagree with this assertion, indicating that there is a notable level of consensus within the surveyed population regarding the role of peer influence and the belief in the normalization of academic dishonesty.

### Statement No.5

*Easy access to online resources and essay mills makes it easier for students to cheat.*

**Table 6**

		<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
	Strongly Disagree	15	4.8	4.8	4.8
Valid	Disagree	29	9.2	9.2	14.0
	Neutral	86	27.4	27.4	41.4
	Agree	117	37.3	37.3	78.7
	Strongly Agree	67	21.3	21.3	100.0
	Total	314	100.0	100.0	

This table highlights majority of respondents in this survey (58.6%) either agree or strongly agree that easy access to online resources and essay mills makes it easier for students to cheat. Conversely, a smaller proportion (14.0%) either strongly disagree or disagree with this assertion, indicating a notable level of consensus within the surveyed population regarding the role of online resources and essay mills in facilitating academic dishonesty.

### Statement No.6

*Competitive environments where success is prioritized over learning can contribute to cheating.*

**Table 7**

		<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
	Strongly Disagree	10	3.2	3.2	3.2
Valid	Disagree	42	13.4	13.4	16.6
	Neutral	77	24.5	24.5	41.1
	Agree	110	35.0	35.0	76.1
	Strongly Agree	75	23.9	23.9	100.0
	Total	314	100.0	100.0	

In summary, the majority of respondents in this survey (59.0%) either agree or strongly agree that competitive environments that prioritize success over learning can contribute to cheating. Conversely, a smaller proportion (16.6%) either strongly disagree or disagree with this assertion, indicating a notable level of consensus within the surveyed population regarding the role of competitive academic environments in promoting academic dishonesty.

**Statement No.7**

*Poor study habits and ineffective learning strategies can make students more likely to cheat.*

**Table 8**

		<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Valid	Strongly Disagree	10	3.2	3.2	3.2
	Disagree	29	9.2	9.2	12.4
	Neutral	78	24.8	24.8	37.3
	Agree	124	39.5	39.5	76.8
	Strongly Agree	73	23.2	23.2	100.0
	Total	314	100.0	100.0	

The table shows majority of respondents in this survey (62.7%) either agree or strongly agree that poor study habits and ineffective learning strategies can make students more likely to cheat. Conversely, a smaller proportion (12.4%) either strongly disagree or disagree with this assertion, indicating a notable level of consensus within the surveyed population regarding the role of these factors in contributing to academic dishonesty.

**Statement No.8**

*Feeling overwhelmed by a heavy workload or multiple assignments can lead to cheating.*

**Table 9**

		<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Valid	Strongly Disagree	10	3.2	3.2	3.2
	Disagree	35	11.1	11.1	14.3
	Neutral	91	29.0	29.0	43.3
	Agree	105	33.4	33.4	76.8
	Strongly Agree	73	23.2	23.2	100.0
	Total	314	100.0	100.0	

The table shows the majority of respondents in this survey (56.6%) either agree or strongly agree that feeling overwhelmed by a heavy workload or multiple assignments can lead to cheating. Conversely, a smaller proportion (14.3%) either strongly disagree or disagree with this assertion, indicating a notable level of consensus within the surveyed population regarding the role of academic stress and workload in promoting academic dishonesty.

**Statement No.9**

*Ineffective teaching methods or unclear expectations can contribute to cheating.*

**Table 10**

		<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Valid	Strongly Disagree	10	3.2	3.2	3.2
	Disagree	47	15.0	15.0	18.2
	Neutral	84	26.8	26.8	44.9
	Agree	93	29.6	29.6	74.5
	Strongly Agree	80	25.5	25.5	100.0
	Total	314	100.0	100.0	

The table shows most respondents in this survey (55.1%) either agree or strongly agree that ineffective teaching methods or unclear expectations can contribute to cheating. Conversely, a smaller proportion (18.2%) either strongly disagree or disagree with this assertion, indicating a notable level of consensus within the surveyed population regarding the role of teaching methods and expectations in promoting academic dishonesty.

**Statement No.10**

*Limited resources or support for students can make cheating seem like the only option.*

**Table 11**

		<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Valid	Strongly Disagree	12	3.8	3.8	3.8
	Disagree	40	12.7	12.7	16.6
	Neutral	68	21.7	21.7	38.2
	Agree	119	37.9	37.9	76.1

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Strongly Agree	75	23.9	23.9	100.0
Total	314	100.0	100.0	

The table highlights the majority of respondents in this survey (61.8%) either agree or strongly agree that limited resources or support for students can make cheating seem like the only option. Conversely, a smaller proportion (16.6%) either strongly disagree or disagree with this assertion, indicating a notable level of consensus within the surveyed population regarding the role of resource limitations and support in promoting academic dishonesty.

**Statement No.11**

*A belief that grades are more important than actual learning can lead to cheating.*

**Table 12**

	<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Strongly Disagree	12	3.8	3.8	3.8
Disagree	22	7.0	7.0	10.8
Valid Neutral	70	22.3	22.3	33.1
Agree	96	30.6	30.6	63.7
Strongly Agree	114	36.3	36.3	100.0
Total	314	100.0	100.0	

In summary, a majority of respondents in this survey (67.0%) either agree or strongly agree that a belief that grades are more important than actual learning can lead to cheating. Conversely, a smaller proportion (10.8%) either strongly disagree or disagree with this assertion, indicating a notable level of consensus within the surveyed population regarding the role of the emphasis on grades in promoting academic dishonesty.

**Statement No.12**

*Lack of personal motivation or interest in the subject can make students more prone to cheating.*

**Table 13**

	<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Strongly Disagree	8	2.5	2.5	2.5
Disagree	24	7.6	7.6	10.2
Valid Neutral	74	23.6	23.6	33.8
Agree	140	44.6	44.6	78.3
Strongly Agree	68	21.7	21.7	100.0
Total	314	100.0	100.0	

In summary, the majority of respondents in this survey (66.3%) either agree or strongly agree that a lack of personal motivation or interest in the subject can make students more prone to cheating. Conversely, a smaller proportion (10.2%) either strongly disagree or disagree with this assertion, indicating a notable level of consensus within the surveyed population regarding the role of personal motivation and interest in promoting academic dishonesty.

**Statement No.13**

*Cheating may be seen as a way to maintain a certain image or reputation among peers.*

**Table 14**

	<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Strongly Disagree	18	5.7	5.7	5.7
Disagree	25	8.0	8.0	13.7
Valid Neutral	77	24.5	24.5	38.2
Agree	123	39.2	39.2	77.4
Strongly Agree	70	22.3	22.3	99.7
33.00	1	.3	.3	100.0
Total	314	100.0	100.0	

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The table shows the majority of respondents in this survey (61.5%) either agree or strongly agree that cheating may be seen as a way to maintain a certain image or reputation among peers. Conversely, a smaller proportion (13.7%) either strongly disagree or disagree with this assertion, indicating a notable level of consensus within the surveyed population regarding the role of social image and reputation in promoting academic dishonesty.

### Statement No.14

*Students may cheat because they perceive the consequences of getting caught as minimal or unlikely.*

**Table 15**

	<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Strongly Disagree	10	3.2	3.2	3.2
Disagree	32	10.2	10.2	13.4
Valid Neutral	101	32.2	32.2	45.5
Agree	104	33.1	33.1	78.7
Strongly Agree	67	21.3	21.3	100.0
Total	314	100.0	100.0	

In summary, a majority of respondents in this survey (54.4%) either agree or strongly agree that students may cheat because they perceive the consequences of getting caught as minimal or unlikely. Conversely, a smaller proportion (13.4%) either strongly disagree or disagree with this assertion, indicating a notable level of consensus within the surveyed population regarding the role of perceived consequences in promoting academic dishonesty.

### Statement No.15

*High-stakes testing can increase the temptation to cheat.*

**Table 16**

	<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Strongly Disagree	13	4.1	4.1	4.1
Disagree	31	9.9	9.9	14.0
Valid Neutral	88	28.0	28.0	42.0
Agree	103	32.8	32.8	74.8
Strongly Agree	79	25.2	25.2	100.0
Total	314	100.0	100.0	

The table shows that most of the respondents in this survey (57.9%) either agree or strongly agree that high-stakes testing can increase the temptation to cheat. Conversely, a smaller proportion (14.0%) either strongly disagree or disagree with this assertion, indicating a notable level of consensus within the surveyed population regarding the impact of high-stakes testing on academic dishonesty.

## Section II

Interpretation of strategies that teachers use to prevent students from cheating.

### Strategy No.1

*Setting clear expectations and consequences for academic integrity can reduce cheating behavior.*

**Table 17**

	<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Strongly Disagree	12	3.8	3.8	3.8
Disagree	21	6.7	6.7	10.5
Valid Neutral	52	16.6	16.6	27.1
Agree	140	44.6	44.6	71.7
Strongly Agree	89	28.3	28.3	100.0
Total	314	100.0	100.0	

The table highlights majority of respondents in this survey (73.0%) either agree or strongly agree that setting clear expectations and consequences for academic integrity can reduce cheating behavior. Conversely, a smaller proportion (10.5%) either strongly disagree or disagree with this assertion, indicating a notable level of consensus within the surveyed population regarding the efficacy of these measures in combating academic dishonesty.

**Strategy No.2**

*Teach the students value of honesty and the importance of learning.*

**Table 18**

		<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
	Strongly Disagree	8	2.5	2.5	2.5
	Disagree	21	6.7	6.7	9.2
	Neutral	82	26.1	26.1	35.4
Valid	Agree	128	40.8	40.8	76.1
	Strongly Agree	75	23.9	23.9	100.0
	Total	314	100.0	100.0	

The table shows majority of respondents in this survey (64.7%) either agree or strongly agree that teaching students the value of honesty and the importance of learning is effective. Conversely, a smaller proportion (9.2%) either strongly disagree or disagree with this assertion, indicating a notable level of consensus within the surveyed population regarding the significance of teaching these values in promoting academic integrity and a focus on learning.

**Strategy No.3**

*Provide engaging assignments that promote critical thinking.*

**Table 19**

		<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
	Strongly Disagree	8	2.5	2.5	2.5
	Disagree	23	7.3	7.3	9.9
	Neutral	86	27.4	27.4	37.3
Valid	Agree	127	40.4	40.4	77.7
	Strongly Agree	70	22.3	22.3	100.0
	Total	314	100.0	100.0	

In summary, a majority of respondents in this survey (62.7%) either agree or strongly agree that providing engaging assignments that promote critical thinking is effective. Conversely, a smaller proportion (9.9%) either strongly disagree or disagree with this assertion, indicating a notable level of consensus within the surveyed population regarding the importance of assignments that foster critical thinking in promoting student engagement and academic integrity.

**Strategy No.4**

*Emphasize the value of learning over grades.*

**Table 20**

		<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
	Strongly Disagree	13	4.1	4.1	4.1
	Disagree	37	11.8	11.8	15.9
	Neutral	60	19.1	19.1	35.0
Valid	Agree	106	33.8	33.8	68.8
	Strongly Agree	98	31.2	31.2	100.0
	Total	314	100.0	100.0	

The table highlights the majority of respondents in this survey (65.0%) either agree or strongly agree that emphasizing the value of learning over grades is important. Conversely, a smaller proportion (15.9%) either strongly disagree or disagree with this assertion, indicating a notable level of consensus within the surveyed population regarding the significance of valuing learning in the educational process.

**Strategy No.5**

*Teach effective study skills and time management techniques to avoid cheating.*

**Table 21**

		<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
	Strongly Disagree	18	5.7	5.7	5.7
	Disagree	23	7.3	7.3	13.1
	Neutral	83	26.4	26.4	39.5
Valid	Agree	101	32.2	32.2	71.7

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Strongly Agree	89	28.3	28.3	100.0
Total	314	100.0	100.0	

The table shows a significant majority of respondents in this survey (60.5%) either agree or strongly agree that teaching effective study skills and time management techniques is important to avoid cheating. Conversely, a smaller proportion (13.1%) either strongly disagree or disagree with this assertion, indicating a notable level of consensus within the surveyed population regarding the significance of teaching these skills in promoting academic integrity and reducing cheating behavior.

### Strategy No.6

*Use diverse assessment methods to assess understanding of the student to reduce cheating behavior.*

**Table 22**

	<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Strongly Disagree	13	4.1	4.1	4.1
Disagree	32	10.2	10.2	14.3
Neutral	90	28.7	28.7	43.0
Valid Agree	106	33.8	33.8	76.8
Strongly Agree	73	23.2	23.2	100.0
Total	314	100.0	100.0	

In summary, a majority of respondents in this survey (57.0%) either agree or strongly agree that using diverse assessment methods to assess students' understanding is an effective strategy to reduce cheating behavior. Conversely, a smaller proportion (14.3%) either strongly disagree or disagree with this assertion, indicating a notable level of consensus within the surveyed population regarding the importance of using diverse assessment methods in promoting academic integrity and discouraging cheating.

### Strategy No.7

*Monitor exams to discourage cheating.*

**Table 23**

	<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Strongly Disagree	11	3.5	3.5	3.5
Disagree	36	11.5	11.5	15.0
Neutral	70	22.3	22.3	37.3
Valid Agree	119	37.9	37.9	75.2
Strongly Agree	78	24.8	24.8	100.0
Total	314	100.0	100.0	

In summary, a significant majority of respondents in this survey (62.7%) either agree or strongly agree that monitoring exams is an effective strategy to discourage cheating. Conversely, a smaller proportion (14.0%) either strongly disagree or disagree with this assertion, indicating a notable level of consensus within the surveyed population regarding the importance of monitoring exams in promoting academic integrity and reducing cheating behavior.

### Strategy No.8

*Teach proper citation and the consequences of plagiarism.*

**Table 24**

	<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Strongly Disagree	22	7.0	7.0	7.0
Disagree	40	12.7	12.7	19.7
Neutral	69	22.0	22.0	41.7
Valid Agree	114	36.3	36.3	78.0
Strongly Agree	69	22.0	22.0	100.0
Total	314	100.0	100.0	

In summary, a majority of respondents in this survey (58.3%) either agree or strongly agree that teaching proper citation and the consequences of plagiarism is important in reducing cheating behavior. Conversely, a smaller proportion (19.7%) either strongly disagree or disagree with this assertion, indicating a notable level of consensus within the surveyed population regarding the

significance of teaching these concepts in promoting academic integrity and reducing cheating behavior.

**Strategy No.9**

*Promote open communication and dialogue.*

**Table 25**

	<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Strongly Disagree	19	6.1	6.1	6.1
Disagree	27	8.6	8.6	14.6
Neutral	75	23.9	23.9	38.5
Valid Agree	108	34.4	34.4	72.9
Strongly Agree	85	27.1	27.1	100.0
Total	314	100.0	100.0	

In summary, a majority of respondents in this survey (61.5%) either agree or strongly agree that promoting open communication and dialogue is an effective strategy to reduce cheating behavior. Conversely, a smaller proportion (14.7%) either strongly disagree or disagree with this assertion, indicating a notable level of consensus within the surveyed population regarding the importance of open communication and dialogue in promoting academic integrity and discouraging cheating.

**Strategy No.10**

*Review and update academic integrity policies regularly.*

**Table 26**

	<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Strongly Disagree	13	4.1	4.1	4.1
Disagree	24	7.6	7.6	11.8
Neutral	49	15.6	15.6	27.4
Valid Agree	103	32.8	32.8	60.2
Strongly Agree	125	39.8	39.8	100.0
Total	314	100.0	100.0	

The table shows a substantial majority of respondents in this survey (72.6%) either agree or strongly agree that academic integrity policies should be regularly reviewed and updated. Only a relatively smaller proportion (11.7%) either strongly disagree or disagree with this assertion, indicating a notable level of consensus within the surveyed population regarding the significance of keeping academic integrity policies up to date.

**Strategy No.11**

*Lead by example and demonstrate integrity as an educator to reduce cheating.*

**Table 27**

	<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Strongly Disagree	15	4.8	4.8	4.8
Disagree	18	5.7	5.7	10.5
Neutral	76	24.2	24.2	34.7
Valid Agree	142	45.2	45.2	79.9
Strongly Agree	63	20.1	20.1	100.0
Total	314	100.0	100.0	

In summary, a majority of respondents in this survey (65.3%) either agree or strongly agree that educators leading by example and demonstrating integrity can reduce cheating behavior. Conversely, a smaller proportion (10.5%) either strongly disagree or disagree with this assertion, indicating a notable level of consensus within the surveyed population regarding the significance of educators' behavior in promoting academic integrity and discouraging cheating.

**Strategy No.12**

*Encourage students to take ownership of their learning.*

**Table 28**

	<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Strongly Disagree	15	4.8	4.8	4.8

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	Disagree	34	10.8	10.8	15.6
	Neutral	85	27.1	27.1	42.7
Valid	Agree	102	32.5	32.5	75.2
	Strongly Agree	78	24.8	24.8	100.0
	Total	314	100.0	100.0	

In summary, a majority of respondents in this survey (57.3%) either agree or strongly agree that students should be encouraged to take ownership of their learning. Conversely, a smaller proportion (15.6%) either strongly disagree or disagree with this assertion, indicating a notable level of consensus within the surveyed population regarding the significance of fostering student responsibility and ownership in the learning process.

### Strategy No.13

*Celebrate and recognize students' achievements to motivate them.*

**Table 29**

		<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
	Strongly Disagree	13	4.1	4.1	4.1
	Disagree	27	8.6	8.6	12.7
	Neutral	77	24.5	24.5	37.3
Valid	Agree	123	39.2	39.2	76.4
	Strongly Agree	74	23.6	23.6	100.0
	Total	314	100.0	100.0	

In summary, a majority of respondents in this survey (62.8%) either agree or strongly agree that celebrating and recognizing students' achievements can be a motivating factor. Conversely, a smaller proportion (12.7%) either strongly disagree or disagree with this assertion, indicating a notable level of consensus within the surveyed population regarding the importance of using recognition and celebration to motivate students.

### Strategy No.14

*Communicate the long- term benefits of academic honesty.*

**Table 30**

		<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
	Strongly Disagree	18	5.7	5.7	5.7
	Disagree	35	11.1	11.1	16.9
	Neutral	75	23.9	23.9	40.8
Valid	Agree	111	35.4	35.4	76.1
	Strongly Agree	75	23.9	23.9	100.0
	Total	314	100.0	100.0	

The table highlights that the majority of respondents in this survey (59.3%) either agree or strongly agree that communicating the long-term benefits of academic honesty is effective. Conversely, a smaller proportion (16.9%) either strongly disagree or disagree with this assertion, indicating a notable level of consensus within the surveyed population regarding the importance of emphasizing the long-term advantages of academic integrity.

### Strategy No.15

*Emphasize the value of learning over grades.*

**Table 31**

		<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
	Strongly Disagree	13	4.1	4.1	4.1
	Disagree	37	11.8	11.8	15.9
	Neutral	60	19.1	19.1	35.0
Valid	Agree	106	33.8	33.8	68.8
	Strongly Agree	98	31.2	31.2	100.0
	Total	314	100.0	100.0	

The table presents majority of respondents in this survey (65.0%) either agree or strongly agree that emphasizing the value of learning over grades is important. Conversely, a smaller proportion (15.9%)

either strongly disagree or disagree with this assertion, indicating a notable level of consensus within the surveyed population regarding the significance of valuing learning in the educational process.

### **Discussion**

The study's findings demonstrated that a variety of factors, such as peer pressure, academic pressure, time restrictions, fear of failure, competition, online accessibility, and poor study habits, had a substantial impact on cheating behavior among Department of Education potential teachers. These findings are consistent with past research on relevant subjects conducted in various settings. The respondents stated that the desire for high marks and the pressure to perform well academically were the primary causes of their cheating behavior. This corroborates Ahmed et al. (2012)'s results regarding the possible impact of organizational or institutional pressure on moral behavior. Similar to this, the notion that grades are the most significant indicator of success promotes a performance-based culture rather than a learning-based one, which diminishes students' moral awareness.

Instances of academic dishonesty were notably driven by constraints related to time and tendencies to procrastinate. Consistent with Creswell and Plano Clark's (2013) observation that scheduling issues and heavy workloads can affect students' academic involvement, the present research suggests that prospective educators might resort to unethical practices when under time pressure. Additionally, the fear of failure emerged as another critical factor. This study indicates that students lacking confidence in their abilities are more inclined to rationalize cheating as a strategy for coping, aligning with prior research that emphasized the role of emotional stress in unethical academic behavior.

The impact of peer influence and the acceptance of cheating behavior was also notably evident. Consistent with previous research showing that social settings affect ethical behavior, findings reveal that students are likely to replicate the actions of their peers when standards of integrity are either lax or inconsistently applied.

The convenience of accessing online resources and competitive academic environments further heightened the risk of dishonest conduct. This study reinforces earlier findings that contemporary technological resources and results-driven educational systems may indirectly foster unethical behaviors.

Ultimately, inadequate study practices were shown to be linked with cheating, underscoring that a lack of academic readiness and poor self-control abilities lead to unethical methods for achieving success. In general, the findings align with previous empirical and theoretical observations, confirming that academic dishonesty among future educators is affected by a combination of institutional, individual, and contextual influences.

### **Conclusions**

The research underscores the complex web of determinants and influences that contribute to academic dishonesty among students. It highlights the importance of addressing not only the external factors like institutional policies and disciplinary measures but also the internal psychological and sociocultural factors that drive cheating behavior. Effective strategies to prevent academic dishonesty should encompass both punitive measures and ethical instruction. The prevalence of cheating is a concerning trend, emphasizing the need for educational institutions to adopt comprehensive and sustainable approaches to maintain academic integrity. As academic dishonesty continues to evolve with technological advancements, a multifaceted strategy that addresses these various determinants is essential for mitigating the issue. Further research should focus on evaluating the long-term effectiveness of these prevention measures and examining the intricacies of contemporary educational settings to develop more robust strategies for maintaining academic integrity. Future research should explore methods aimed at enhancing students' understanding of ethics and their ability to self-regulate, while also assessing the impact of institutional policies on maintaining academic integrity. The results support previous studies by demonstrating that both external influences and internal drives play a dual role in shaping ethical choices within teacher education. Schools should incorporate ethics training, provide counseling, and implement strategies for managing workloads to mitigate instances of academic dishonesty.

### **Recommendations**

Educational institutions may implement comprehensive ethical education programs that emphasize the importance of academic integrity. These programs should focus on fostering moral values and ethical

decision-making among students. Institutions may have clear and enforceable policies regarding academic dishonesty.

Instructors may prioritize mastery goals over performance goals, emphasizing the acquisition of knowledge and skill development. This approach encourages students to focus on learning rather than simply achieving high grades. Instructors may create a classroom environment that promotes ethical behavior and encourages open discussions about academic integrity. Encouraging students to report instances of cheating is essential. Educational institutions may take steps to mitigate the influence of peer groups that may encourage academic dishonesty.

Encourage students to report unethical behavior among their peers. Encourage parents to focus on the overall development of their children rather than just high grades. Reduce the pressure on students to excel academically and emphasize the importance of learning and personal growth. Educational institutions should continuously monitor the prevalence of cheating behaviour and adapt their prevention strategies accordingly. Regular assessments and surveys can provide insights into the effectiveness of existing programs.

Be aware of the sociocultural factors that may contribute to academic dishonesty, and address these factors with sensitivity. Recognize that cultural differences can influence attitudes toward cheating, and educational strategies should account for these variations. Educational institutions should promote stress management and provide resources to help students cope with the pressures of academic life. Encourage healthy time management, study habits, and self-care.

In summary, preventing academic dishonesty requires a multifaceted and sustained effort. Institutions and educators should prioritize not only disciplinary actions but also ethical education, creating an environment that fosters integrity and the pursuit of knowledge over high grades. This approach will help deter academic dishonesty and contribute to a culture of honesty and accountability in educational institution.

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