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# An Investigation of Academic Integrity in Jordanian Universities

Ala' Alahmad

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An Investigation of Academic Integrity in Jordanian Universities

A Dissertation

By

Ala' Alahmad

Presented to the School of Graduate Studies of the  
University of the Incarnate Word  
in Partial Fulfillment  
of the Requirements  
for the Degree of

DOCTOR OF PHILOSOPHY

The University of the Incarnate Word

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## **Dedication**

To my beloved brother Ali

The word “NO” didn’t know its way to your dictionary. Because of that your generosity has become legendary. Thank you, brother, for believing in me.

## **Abstract**

An Investigation of Academic Integrity in Jordanian Universities

Ala' Alahmad

University of the Incarnate Word, 2011

Chair: Noah Kasraie, Ph.D.

This study aimed to describe current practices employed by public and private four-year universities in Jordan in promoting academic integrity and addressing academic dishonesty. This quantitative research provided a framework for the current practices that promote academic integrity in higher education in the Middle Eastern country of Jordan. The survey questionnaire developed by Kibler (1992) was utilized to collect data to answer the research questions. This instrument was tested for reliability and validity by Kibler (See Appendix C). In addition, the Cronbach's Alpha was utilized later to check for reliability. The Cronbach's Alpha for the data collected was 0.85. The items included in the questionnaire were constructed to ensure that each item could be measured by using specific criteria. The survey was distributed to 242 (*N*) participants. Sixty (60) participants completed the survey, which represented a response rate of 25%. In order to analyze the descriptive profile of the 60 participants, all deans and associate deans, a frequency distribution was determined for types of institution, public, and private. Of the participants, 21 were serving in four-year private colleges, while 39 were serving in four-year public colleges. The data collected from the deans and associate deans indicated that not all of their institutions have policies that promote academic integrity and address academic dishonesty. In addition, the data received indicated that the mean number of cases of academic dishonesty of the universities that offered educational programs and

training were statistically significantly different from universities that did not offer educational programs and training.



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## **Chapter One: Statement of the Problem**

### **Introduction**

Academic integrity is a rising issue of consequence at colleges and universities (May & Loyd, 1993). The extent of reported academic dishonesty indicates that additional research is necessary to better understand the causes of academic dishonesty and to develop methods that effectively counter this problem. Academic dishonesty undermines effectiveness and the true purpose of higher education and challenges the pursuit of knowledge (Lambert, Hogan, & Barton, 2003).

The existence of academic dishonesty indicates an absence of academic integrity (Altbach, 2004). McCabe and Trevino (2002) explained that there is a need for institutions of higher education to recommit to a tradition that includes integrity and honor. Altbach specified that the lack of integrity is partly because academic institutions are under pressure to provide equal access for students while ensuring students complete degree programs. Academic dishonesty compromises the scope of education and impacts students who are honest and faculty who are passionate about teaching and learning (Lambert et al., 2003).

According to Moore (2002), the long-term effects of cheating, plagiarism, and dishonesty must be stressed to students so they completely comprehend the importance of honoring the truth. Students must understand and participate in activities to maintain integrity (Moore). An emerging theme in addressing academic dishonesty includes the incorporation of student involvement in developing and assisting with the implementation of campus policies (McCabe & Makowski, 2001). Groark, Oblinger, and Chou (2001)

specified that although there has been a rise in incidents of academic dishonesty, there is not a clear indicator that there has been an increase in faculty who report violations.

Breen and Maassen (2005) suggested a need for a developmental component in the creation of policies relating to academic dishonesty. Many infractions are due to poor academic skills that could be corrected with specific learning activities. Using student development principles to design educational programs to alleviate academic dishonesty is useful in helping students develop good scholarship (Kibler, 1993).

Kibler (1992) conducted extensive research on creating a student development framework to address academic dishonesty and found that a developmental approach is important in student discipline. Additionally, he concluded that such a framework needs to be clearly communicated with students, and training sessions must be offered for faculty.

Research indicates that approximately two thirds of all high school students acknowledge that they have engaged in one or more incidents of academic dishonesty (McCabe & Pavela, 2005). It was further noted by McCabe and Pavela (2005) that many high school students cheat to improve their grades, ensuring acceptance to the best colleges. The influence from peers, a decline in parental involvement, and lack of influence from teachers are also considered to be factors attributing to the rise in incidents of academic dishonesty in high schools (McCabe, 2001). There is a strong belief and supporting evidence that cheating continues as high school students enter college. Based on surveys of high school students, it is clear that most students continuing on to college have either personal knowledge or experience with some form of cheating from their peers (McCabe & Pavela, 2004). High school students, according to

McCabe, Trevino, and Butterfield (2001), go to college expecting the environment to be different than high school. It is therefore extremely important that colleges immediately create an environment that embraces integrity and learning.

There are three principles of academic honesty, according to Lipson (2004), that are easy to remember and easy to follow and perhaps should be applied in all classes, labs, papers, and exams: “[a] When you say you did the work yourself, you actually did it; [b] When you rely on someone else’s work, you cite it; and [c] When you present research materials, you present them fairly and truthfully” (p. 3). Lipson also explained that understanding and adhering to these principles would eliminate many infractions of academic dishonesty.

The World Wide Web has created an easily accessible avenue for students all over the world to expand academic dishonesty efforts. According to Houghton and Heberling (2006), many students do not view this type of dishonesty as wrong. Many students believe that information from the Internet is another source of knowledge to use at their discretion (Houghton & Heberling, 2006).

Hutton (2006) explained that the one factor that influenced students to cheat was their belief that the benefits outweighed the risks. The students felt that there was a small probability that they would be caught. It is a strong contention of Hutton that faculty and administrators can strengthen the relationship with students to change the culture of their institutions. Faculty and administrators can provide guidance and encourage students to value academic integrity by providing and adhering to clear and consistent policies and procedures (McGuirk, 2007). It was further noted by McGuirk that a discussion of academic integrity with students throughout the semester reinforces consistent

expectations. McCabe and Trevino (2002) suggested that it takes a long time to create a culture that supports academic integrity and a commitment to this change is required from administrators, faculty, and students.

### **Context of the Study**

In the State of Jordan, one of the oldest civilizations located in what is now the Nabatean Kingdom, was the capital at Petra. Ancient Semitic people residing in this kingdom were from the inhabited wilderness region east of Palestine to Syria, northwest of the Arabian Peninsula (Bolen, 2010). By dominating a large area southwest of the Fertile Crescent, including the whole of modern Jordan extending from Syria in the north to the northern Arabian Peninsula in the south, the Nabataean Kingdom controlled many if not most of the regional trade routes. As a result, Petra enjoyed independence, prosperity and wealth for hundreds of years until it was controlled by the Persian Empire. Later, in 100 CE, Petra also became a part of the still expanding Roman Empire (Bolen, 2010).

Various ancient sovereign kingdoms in the region of Jordan, in addition to the Nabataeans, have included the Kingdoms of Edom, Ammon, Moab, and Israel/Judah. All of these kingdoms are mentioned in the Hebrew Bible and other ancient Near Eastern documents (The Royal Hashemite Court, 2010). Later, the lands of Jordan became part of the Islamic Empire across its different Caliphates' stages, including the Rashidun Empire, Umayyad Empire, and Abbasid Empire. After the decline of the Abbasid, the region of Jordan was ruled by several conflicting powers, including the Mongols, the Christian Crusaders, the Ayyubids and the Mamluks, until it became part of the Ottoman Empire in 1516 (The Royal Hashemite Court , 2010).



With the break-up of the Ottoman Empire at the end of the First World War, the League of Nations and the occupying powers agreed to realign the borders of the Eastern Mediterranean. As a result of this decision to realign borders and the Sykes–Picot Agreement, the French Mandate of Syria and the British Mandate of Palestine and Transjordan were established in 1921 (Metz, 1991).

Jordan was under British supervision until after World War II. In 1946, the British requested that the United Nations approve an end to British Mandate rule in Transjordan. Following the British request, the Transjordanian Parliament proclaimed King Abdullah as the first ruler of the Hashemite Kingdom of Transjordan (American Jewish Yearbook, 2010).

The Hashemite Kingdom of Jordan, originally known as Transjordan, was a British colony in 1922. In 1946, Jordan gained its independence from England. The country of Jordan is approximately 90,210 square kilometers, making it as big as the American state of Indiana (Library of Congress, 2006; Salibi, 1993). Metz (1991) describes the Hashemite Kingdom of Jordan as a small country, which occupies a strategic geopolitical location in the heart of the Middle East and the Arab World. He also explains that the country is bordered by Syria on the north, Saudi Arabia on the south, Iraq to the east, and Palestine to the west. Jordan's year-round climate is that of moderate temperatures and considered to be one of the best in the Middle East. The mountain region in the west and the desert in the east influence this climate. While Arabic is the official language of Jordan, English is a common second language (Metz, 1991).

The culture of Jordan, as in its spoken language, values, beliefs, and ethnicities, is Arab. This is in large part due to the fact that the Kingdom is in the heart of Southwest

Asia. Although many people from different regions of the world have come to settle in Jordan, Europeans like the Circassians and the Chechens or the Armenians have long been assimilated in this society. Their presence has added their richness to the society that subsequently developed. Jordan has a very diverse cultural scene with many different artists, religious sects, and ethnic groups residing in the small country because of Jordan's reputation for stability and tolerance (American Jewish Yearbook, 2010).

The population of Jordan is approximately 5.9 million and is growing at a rate of 2.8% per year, with an expected increase to 7.2% per year by 2020 (United Nations, 2003). This population growth rate is expected to have a negative impact on illiteracy and on higher education (United Nations, 2003). A limitation on natural resources and industry, a growing national debt, and a fast-growing population has forced the government to focus its attention on its human resources to achieve economic and social development (Central Intelligence Agency, 1993).

The UNESCO Regional Conference Declaration (1998) stated that higher education in the Arab region was faced with numerous challenges and had fallen short of meeting its goals. Certain key issues were identified as having an effect on higher education in the region, including population growth; inadequate financial resources; inflexible and centralized management; lack of diversifications of the institutions and programs; inability to meet students' needs; and weaknesses in the links between higher education institutions, general and secondary education institutions, local communities, and societal and human development needs.

Since the 1920s, Arab countries have not only been working to establish universities, but also to adopt an educational policy (UNESCO, 1998). In creating an

effective educational philosophy that includes both the history and heritage of the region, the governments have been striving to decide whether to adopt a Western philosophy, Islamic principles, or a combination of both (Babikar, 2004). As Babikar (2004) asserted:

A lot of time was spent debating the subject of establishing universities in the Arab world but in trivial ways. When these universities were established they were not more than just a collection of fragmented institutes which were pre-existent instead of being established on a new model and vision compatible with the period of time when they were established and the time they existed after that. (p.13)

The growth in the developing countries came about as a result of the de-colonization process and the establishment of new independent states in Africa and the Middle East (Schofer & Meyer, 2004). The creation of colleges and universities was seen as an important symbol of nation building and statehood for these countries (Riddle, 1990). Since World War II, higher educational systems worldwide have expanded and evolved (Riddle, 1990). After World War II, the growth of public sectors and social programming require the development of and greater access to higher education. This was the period associated with the expansion of post-secondary education. Since the 1950s, student enrollment in higher education showed a rapid increased in developed as well as developing countries (Schofer & Meyer, 2004).

Jordan's education system is largely centralized and controlled by the Ministry of Education (Coffman, 1996). The ministry controls the educational policy in terms of financing, curriculum, books, examinations, recruiting, promotion, and other related issues (Hamouri, 1992). To align the goals of the educational system, in 1982 the Council of Higher Education was established to work in conjunction with the Ministry of Higher Education (MOHE). This executive body was created to implement the council's policies and to set the policies of higher education in the country (MOHE, 1985). The Council

consists of several committees whose center of attention is on evaluation, curricula and reforms. While the Ministry of Higher Education in Jordan oversees and approves any new institutions, new degree programs, and policies changes, university's administrators maintain the authority towards handling the internal affairs (MOHE, 2006).

Currently, Jordan has 29 public and private universities. The student enrollment is estimated to be over 200,000, and the number is expected to increase by 39% over the next five to 10 years (MOHE, 2006). According to Anbusi (1999), because of its prime location, Jordan is considered one of the premier nations for neighboring countries to send their children to receive a higher education. This is due to the fact that Jordan has both private and public institutions and community colleges, and it produces a skilled worked force (Al-Tall, 2000).

### **Statement of the Problem**

Academic honesty is one of the foundations of institutions of higher education. Bowers (1964) suggested "cheating, plagiarism, and other forms of academic dishonesty on the college campus run contrary to the fundamental values underlying the institution of higher education in America" (p. 1). A college education is not just about getting a degree; institutions of higher education promote values that include moral and character development for individual students through their educational experience. Pavela (2007) noted that an important distinction between colleges and businesses is that colleges have a mission that is about "truth-seeking and character formation" (p. 1). Schwartz (2000) advocated for higher education to "establish character development as a high institutional priority" (p. A68).

Many universities historically have addressed academic dishonesty from an ethical perspective by enforcing honor codes. However, some institutions have now abandoned such codes and replaced them with administrative disciplinary policies (Kibler, Nuss, Paterson, & Pavela, 1988). Research suggests that students on most campuses engage in academic dishonesty. Many researchers such as Kibler et al. (1988) suggest that prevention must begin at the institutional level. In addition to having an honor code, institutions must clearly communicate their expectations and values placed on integrity to students and faculty. Additionally, it is necessary to inform faculty on how to follow the honor code in cases of academic dishonesty by holding training sessions. Such training must be planned and monitored to ensure effective implementation (Kibler et al. 1988). When cheating occurs, campus procedures need to obligate students to confront the ethical implications of their behavior. Unfortunately, little has been researched on academic dishonesty in the Middle East and specifically in Jordan. Since its inception almost four decades ago, much has been achieved and changed in regards to the establishment and development of higher education in Jordan. A review of the literature clearly indicates that there is a gap about the current practices employed by universities in Jordan in promoting integrity and addressing academic dishonesty. This research effort, therefore, provided knowledge that contributes to the literature on describing the current practices utilized by universities in Jordan regarding this problem.

### **Purpose of the Study**

The purpose of this study was to describe current practices employed by public and private four-year universities in Jordan in promoting academic integrity and addressing academic dishonesty. This quantitative research provided a framework for the

current practices that promote academic integrity in higher education in the Middle Eastern country of Jordan. It also will be a starting point for researchers who are seeking to understand the issues of academic integrity in the Middle East. This study aimed to answer the following research questions:

1. Do universities in Jordan have policies prohibiting academic dishonesty, and to what extent do these policies address academic dishonesty and promote academic integrity?
2. To what extent and how often is the information about the current institutional policies on academic dishonesty communicated with faculty and students in universities in Jordan?
3. To what extent do universities in Jordan offer training on academic dishonesty policies to their faculty?
4. To what extent does such training affect the number of incidents of academic dishonesty in universities in Jordan?

### **Theoretical Base**

According to Gallant and Drinan (2006), explaining student cheating from an organization-theoretic view offers the best prospects for contextualizing the problem and suggesting management strategies that are beneficial to more systemic organizational change. According to Murdock and Anderman (2006), academic cheating is by nature a motivational issue, and the evidence seems to suggest that many of the motivational processes that are highlighted in theories of achievement motivation are useful for explaining cheating behavior. According to Murdock and Anderman, school officials must look at the organization-theoretic view before answers can be found to initiate

change that will prevent or lower the percentage of students admitting academic dishonesty. Murdock and Anderman also suggested that most colleges and universities have honor codes, which lowers the rate of academic dishonesty, while very few high schools have an honor code that would actually affect a student's future academically.

Bandura (1986) claimed with his social cognitive theory that "no cognition affects human behavior more than people's judgments of their capabilities to achieve certain goals" (p. 18). Self-efficacy, in Bandura's theory, "pertains to individuals' personal judgments of their performance capabilities for a particular type of task at a particular point in time and is closely linked to expectations for success" (p. 393). This theory can be used to explain how some students cheat based upon observations of other students cheating and receiving a grade of "A".

Research has also been conducted in regards to academic dishonesty and its connection to the neutralization theory, which was first introduced by Sykes and Matza's (1957). Sykes and Matza's stated:

Disapproval flowing from internalized norms and con-forming others in the social environment is neutralized, turned back, or deflected in advance. Social controls that serve to check or inhibit deviant motivational patterns are rendered inoperative, and the individual is freed to engage in delinquency without serious damage to his self-image.... As a technique of neutralization, however, the denial of responsibility extends much further than the claim that deviant acts are an "accident" or some similar negation of personal accountability. It may also be asserted that delinquent acts are due to forces outside of the individual and beyond his control such as unloving parents, bad companions, or a slum neighborhood. (pp. 666-667)

Storch, Storch, and Clark (2002) suggested that "individuals are able to engage in deviant activities without damage to one's self-image by justifying acts prior to commission via various manners of rationalization" (p. 921).

Finally, Santrock (2008) explained that Bandura's social cognitive theory remains the same for various cultures. Since the concepts of moral behavior did not vary much between cultures (as crimes like murder, theft, and unwarranted violence are illegal in virtually every society), "there is not much room for people to have different views on what is morally right or wrong" (p. 26). Santrock concluded:

The main reason that social cognitive theory applies to all nations is because it does not say what is moral and immoral; it simply states that we can acknowledge these two concepts which are moral or immoral. Our actions in real-life scenarios will be based on whether or not we believe the action to be moral and whether or not the reward for violating our morals is significant enough, and nothing else. (p. 30)

### **Significance of the Study**

Most institutions of higher education have established an honor code/code of conduct that helps to convey the basic philosophy of the institution and provide general expectations. The codes provide specific information to outline the behaviors that are prohibited by the institutions and how the conduct will be penalized (Weeks, 1999). Nadelson (2006) believed that a key goal of education should be to develop good citizens and promote moral behavior. Promoting academic integrity through the implementation of honor codes impacts faculty and students' moral development and encourages accountability for their actions.

This study has aimed to make a significant contribution to the faculty's knowledge in Jordan, and in the Middle East in general, about the issue of academic integrity. Researchers, instructors, and administrators need more tools to be aware of the processes that are involved in cases of academic misconduct (Kibler, 1993). By



describing and understanding academic integrity, perhaps one can better address policies that deal with academic dishonesty.

### **Limitations**

This study was limited as follows:

1. This research was limited to current university deans and associate deans who had email addresses published on their university website.
2. The participants of the study might have been subjective if they were personally involved in an act of academic dishonesty.
3. The researcher was unable to control the return rate of the surveys.
4. The study only included responses that were completed before the deadline.
5. The study was limited by the accuracy and completeness with which the subjects responded to the instrument.
6. Although the survey instrument was selected to allow quick responses, the items required thoughtful responses from the participants.
7. The results of this study were not generalized to the population of the deans and associate deans outside the Jordanian universities.

### **Delimitations**

The study was delimited as follows:

1. The participants consisted of the deans and associate deans who were currently employed in the spring of 2011.
2. This survey addressed only the perceptions of deans and associate deans regarding academic integrity and academic dishonesty in institutions of higher education in Jordan.

3. The results of this study aimed not to be generalized to the body of the administration in universities in Jordan.
4. The researcher had no intent to evaluate the current policies on academic dishonesty in these institutions.

### **Assumptions**

This study was based on the following assumptions:

1. The survey questionnaire developed by Kibler (1992) accurately measured participants' perceptions.
2. All of the participants in the study were volunteers, but the sample remained representative of the population (Huglin, 2003).
3. There was no way of knowing whether non-respondents' demographics were significantly different from those of respondents; such differences may affect interpretation of data.
4. The quantitative nature of the study prevented the researcher from exploring why the current practices are exercised by universities in Jordan.
5. The survey allowed for anonymous responses; therefore, the participants answered honestly.

## **Definition of Terms**

*Academic dishonesty.* All forms of cheating and plagiarism where students give or receive unauthorized assistance (Kibler, Nuss, Paterson, & Pavela, 1988).

*Academic integrity.* A commitment to five fundamental values: honesty, trust, fairness, respect, and responsibility (Center for Academic Integrity, 1999).

*Cheating.* To intentionally use or attempt to use unauthorized materials, information, or study aids in an academic exercise (Pavela, 1997).

*Plagiarism.* Presenting words or ideas of another, using as one's own work in an academic activity (Pavela, 1997).

*Sanctions for academic dishonesty.* Disciplinary action taken against a student guilty of academic dishonesty (Kibler, 1992).

## **Chapter Two: Review of the Literature**

### **Introduction**

This study aimed to describe current practices employed by public and private four-year universities in Jordan in promoting academic integrity and addressing academic dishonesty.

In today's society, students are faced with many ethical decisions about which they are uncertain. Unfortunately, many of these problems are rooted not only in their academic lives, but also in the workplace. These problems stem from a lack of knowledge concerning decision-making. This problem presents an actual global dilemma. Codifying ethics in the workplace and in higher education can be an important step to promote integrity and eliminate such behavior. In some universities students know that if they are caught cheating, they would disappoint their family, damage their reputations with their professors, and possibly leave a blemish on their academic transcripts (Showghi, 2004). Nevertheless, the existence of these kinds of codes of ethics cannot guarantee that students all over the world will not commit academic dishonesty. For many of these students the burden of academic integrity begins within the educational institutions. The values taught and exhibited by professors, administrators, and faculty can later be instilled within the student and carried forward to their professional and workplace lives.

This review of the literature elucidates the problem of academic dishonesty. The process begins by analyzing and identifying the problem of ethics in the workplace and decision-making. The study then examines this issue in developing countries. Furthermore, a discussion is provided on the identification, types, and understanding of academic dishonesty, including the reasons that are contributing to academic dishonesty.

Finally, this review of literature explains the importance of the role and duties of faculty members and the institutions in fostering academic integrity while explaining the effects of academic dishonesty.

### **Ethics in the Workplace**

Ethics must become an integral part of day-to-day business (Dreilinger & Craig, 1994). According to a study by Ford & Richardson (1994), the more ethical the climate of an organization, the more ethical behavior will be. Although most organizations have their own code of ethics, the critical task to organizations is to ensure compliance with those codes. Barlas et al. (2002) pointed out that Enron had a code of ethics and corporate conduct, but it lacked any effective methods of ensuring compliance. Wood and Rimmer (2003) believe that having a code of ethics can be a valuable starting point on a company's path to achieving ethical behavior in the marketplace. But they also suggested that those codes of ethics are not stand-alone documents but a starting point for an integrated ethics program in organizations (Wood & Rimmer, 2003).

According to Dreilinger & Craig (1994), ethics must be institutionalized at the work level. Some suggest that as the size of an organization increases, individual ethical beliefs and decision-making behavior decreases (Ford & Richardson, 1994). Therefore, it is important that whatever the size of an organization, a stated code of ethics in such organizations will be imminent. Danley (2006) suggested that it is important to take time to examine, prepare, and practice a code of ethics. This can be done by creating habits of excellence for workers and leaders. Employees developing these habits can promote ethical behavior in workplaces.

In some studies, personal attributes are related to an individual's ethical beliefs and decision-making behavior (Ford & Richardson, 1994). Of these attributes, the ones that are of most significance, according to Danley (2006), are the ethical attributes of honesty, integrity, courage, fairness, and generosity. The existence of these attributes makes individuals act authentically. These attributes are significant because each exemplifies a portion of an individual's character. In his book, *Flawless Consulting*, Block (2000) explained that internal and external consultants must be authentic. And being authentic means, according to Block, putting into words what one is experiencing with the client as the work progresses. These individual attributes might be a solid base for every person or employee to act ethically and authentically, yet unethical behaviors still exist in organizations (Block, 2000).

### **Unethical Behavior and Decision Making**

Despite the desire to behave ethically, there are many reasons as to why someone may be forced to act unethically. One of the most cited reasons for acting unethically occurs when the employees feel the pressure of not being able to satisfy the goals of the organization (Navran, 1997). When this occurs, the result is an organization infested with distrust and unethical behavior. In addition, some employees might act unethically because of peer pressure (Ford & Richardson, 1994). Another reason why employees might act unethically is because of quotas for profit (Board Conference Survey, as cited in Barlas et al. 2002). In many organizations, money seems to dominate any concern for ethical values. Another possible reason for unethical behavior in employees may be their desire to remain competitive or the need for recognition. In both instances, employees have a desire for further advancement of their status within the organization.

Ethical considerations should be an important factor in organizational decision-making (Robins & Judge, 2008). This is important because decisions are part of our everyday living. Unfortunately, not every decision made in organizations is as obvious as we anticipate. In many instances, the complexity of the issue or the ambiguity of the corporate policy leaves one to encounter many ethical dilemmas. In the business world, and in society generally, dilemmas resulting from complex expectations and values make it inevitable that no ethical code or corporate policy is able to completely resolve every ethical decision. “One value of a code is to let employees know that ethical dilemmas are inevitable and occasionally unethical acts will have to be committed” (Monalder, 1987, p. 631).

This brings us back to the complexity of issues in decision-making. In a study of business ethics, when executives were faced with the pressure to commit an unethical act, these individuals generally sought guidance from the actions of their superiors, corporate policy, or industry norms (Brenner & Molender, 1977). Therefore, organizations without guidance run the risk of individuals acting unethically, a situation that could result in regrettable consequences. Thus, organizations must instill a proper code of ethics. The three broad categories of an ethical code consist of:

First, a code is designed to eliminate or preempt practices which are clearly unethical and inimical to the best interests of the firm. Second, a code establishes the legitimacy of disciplinary action if the code is violated. Third, a code helps individuals resolve ethical dilemmas in which there are conflicts between the apparent interests of the organization and the ethical beliefs of the individual. (Monalder, 1987, p. 623)

### **Ethics in the Workplace in Developing Countries**

When it comes to a developing nation, the roles of ethics and codes of conduct are often ignored. Managers and teachers alike serve as role models for employees and

students. When these individuals act unethically, it encourages employees and students also to act unethically or immorally. The research indicated that individuals in roles of authority or leadership often suffer from a lack of experience or proper guidance in terms of having an adequate code of ethics for each to follow. Humphreys (1999) suggested that the problem with many codes of ethics is that they are viewed as a clearly black and white guide of how individuals act in a particular situation. The problem, as with any formal doctrine, is that the problems are never clearly defined, and there is much gray area that is undefined (Humphreys, 1999). When individuals, especially those in leadership positions, are uncertain of how to act, the likelihood of unethical behavior is quite possible.

International businesses in the world's developing nations are faced with a number of morally challenging situations (Humphreys, 1999). As previously discussed, ethics is a part of everyday life. The decision that one makes not only impacts his or her life, but also the livelihood of existence. Hosmer (1991) has indicated that companies and managers may find themselves in an ethical dilemma or crisis resulting from having to confront forces that affect business practices. When this occurs, managers and employees are faced with having to choose between doing business or being ethical. In developed nations, business managers and decision makers are cautiously guided by corporate policy and the scrutiny of the legal system. However, in a developing nation, such rules and guidelines are not so well established.

For example, if an individual is caught stealing by a co-worker, or a student is caught cheating by another student, how is each supposed to act? This is especially problematic if the individual committing an unethical act is perhaps a best friend. In the



same manner, if a manager or teacher witnesses the same acts, but understands that the individual committing this unethical act is really a good person, who because of certain circumstances is forced to act in a bad manner, then how are they supposed to respond to the issue? Going against the corporate policy makes them no less guilty.

Humphreys (1999) reminded the reader that the problem with most codes of ethics is that people tend to see them as law, that each written word is mandated. The misunderstanding is that any individual regardless of his or her status (manager, employee, teacher, or student) should come to the realization that the codes of ethics or conduct are general guidelines for how one should act. It does not and should not define each and every unethical act (Humphreys, 1999). The role of ethics is to have a “generalized” understanding of what is right and wrong and how a situation should be handled. It requires nurturing and understanding of all of the facts that are involved and that with growth and changes in society, so too should the code of ethics evolve (Humphreys, 1999).

These qualities are especially important to a developing nation. A developing nation is like a child. As a child begins to mature and gain an understanding of how life is, it must be instilled with rules and guidelines for how to act accordingly. The same can be said for a developing nation. As previously mentioned, ethics needs to be reinforced at the university level with those in positions of great influence such as teachers. How these individuals act, and the lessons that they instill in others, determines how that nation will ultimately evolve (Humphreys, 1999). Without guidance, these nations may falter from the same evils that have long plagued the developed countries in the Western and Eastern

hemispheres. These plagues include corruption, embezzlement, discrimination, theft, and cheating.

For many of these countries to avoid the same mistakes, individuals and organizations must learn the value and roles of ethics and what factors affect or influence people's behavior. For example, many developing countries, according to Hofstede (1980), are very collectivistic in their cultures. As a result, their mentality is that providing for the greater good of their communities and families is the greatest concern. This is very different from an individualistic society where people value their own self-interest first. Individualism is best explained through Maslow's Hierarchy of Needs (1959). In such a society, individuals seek first to satisfy basic level needs (i.e. safety needs) before modifying behavior to satisfy higher level needs such as belonging; however, in a collectivistic society, individuals seek to satisfy belonging needs before they seek safety needs because of their cultures (Robbins & Judge, 2008).

The point here is that developing nations and codes of ethics associated with these countries need to take into consideration the cultures and needs of that society. According to Humphreys (1999), a universal code of ethics does not exist and will not be sufficient enough to satisfy every nation or every culture. In addition, these individuals must be taught very early on about the flexibility that is needed within the codes of ethics. This brings us back to the idea of teachers and managers as role models. The future of any nation starts with those who are willing to learn and seek knowledge. These are the individuals who will be responsible for changes and the growth of a nation. These are the same individuals who will one day influence the organizations and higher institutions of education of those countries. Teaching and helping these individuals to understand the

significance of ethical behavior will help to create a more civilized society that is accepting and understanding of the flaws of others as humans and better prepare these nations for the growth and prosperity that is yet to come.

### **Unethical Behavior and Decision-Making in Developing Countries**

Corruption is a major problem in the world. Similar to the United States business structure, nearly two thirds of most businesses in the developing countries are small business enterprises (Hart, 1997). This being the case, it is not uncommon for business owners in these nations to act unethically in order to survive. As cited in Al-Shaikh (2003), De George pointed out that entrepreneurs typically find themselves in situations where they have to condone unethical practices to do business. For example, entrepreneurs may be forced into a situation where a bribe is required to operate or to sell their goods and services. By paying the bribe, the dishonesty of the system is encouraged, and it is more commonly referred to as corruption. Unfortunately, many developing nations suffer from various forms of corruption.

Corruption has been described as the abuse of public trust for private gain (Todaro & Smith, 2003). It has also been described as a violation of established rules and ways of doing things with the aim of obtaining private gain or profit (Sen, 1999). The misuse of public power for private benefits will include the bribing of a public official or embezzlement of public funds (Transparency International, 1997). Corruption in developing countries takes different forms. Petty corruption is the practice in which government functionaries extort money from the public before carrying out their normal duties such as issuing licenses, issuing forms, et cetera (Nwabuzor, 2005).

In some countries, corruption or unethical behavior in businesses may occur as forced labor, excessive child labor, a disregard for the health and safety of employees or a disregard for the number of working hours and pay for employees. In other instances, Nwabuzor (2004) suggested that this abuse may occur as discrimination or favoritism towards certain employees based on culture, race, religion, or gender. The most common form of corruption is through bribery or the abuse of one's position of power to gain a personal advantage.

It is not uncommon for corruption in a developing country to account for 3% of the Gross Domestic Product. In some countries this amount may be as high as 8-12% of the Gross Domestic Product (Clay, 2004). Those seeking to explain the high incidence of corruption in the developing nations have suggested that large-scale poverty may be to blame.

According to Nwabuzor (2004), corruption in developing nations is said to result from a number of factors. Mass poverty has been cited as a facilitating condition for corruption. Economic depression and governmental instability has also been attributed to contributing to this corruption. Virtually all developing nations that have serious corruption problems also have very limited economic freedom and a very weak enforcement of the rule of law.

There is also a socio-cultural explanation for corruption in developing countries. Lipset & Lenz (2000) suggested that the presence of large ethnic diversities and a plethora of religions make developing nations prone to corruption. Such societies are plagued by "ethnocentric-linguistic fractionalization" (Lipset & Lenz, 2000, p. 112) found some expression in corruption and anti-social conduct. Merton (1987) equally

asserted that cultures that stress the importance of economic goals but which restrict economic opportunities will be prone to corruption.

Corruption also can occur as a regressive tax that falls heavily on the poor. While the rich may pay large bribes under corrupt systems, the poor pay much larger portions of their incomes in bribes and other forms of extortion. The poor will find fewer services in their communities when corruption is widespread. Under those circumstances, it is difficult for the poor to find alternative means to escape from poverty traps. Therefore, smaller enterprises from the poor will inevitably pay a much higher proportion of their sales in bribes than would larger firms, just as low income households pay a larger percentage of their incomes in bribes than would higher income households (Tadaro & Smith, 2003).

Altewagery (1998) investigated the extent of social responsibility activities in foreign business organizations. The results of his study indicated that profit was the most important goal for business organizations. The belief was that managers felt that social objectives are less important than economic objectives and that the burden of social responsibility must fall to the hands of the governments (Al-Shaikh, 2003).

In addition, many managers believe that some unethical behavior may be necessary for long-term success in business (Al-Skaikh, 2003). Many business managers admit that in contemporary business, sometimes a situation has required them to make an unethical adjustment for reasons such as stiffer competition, organizational and societal climate, and the behavior of superiors, friends, and colleagues.

All these forms of corruption are dangerous to the economies of developing nations. Managers and employees of the world's developing nations are faced with the

very serious problem of corruption (Al-Shaikh, 2003). Despite personal beliefs, such as religion, which urges people to be honest and practice ethics in all aspects of life, including business, many managers and businesses owners are almost forced to act unethically in order to maintain a level of survival. In many circumstances, Al-Shaikh (2003) suggested, the factors of corruption such as high taxation, increasing poverty, high unemployment rates and bad economic conditions place more pressure on these individuals to condone unethical business practices.

In other words, business managers in many developing countries feel that to do business they need to be realistic (Hamel & Prahalad, 2005). While many believe that such things as religion and culture will prevent organizations from acting unethically, the reality is that religion and personal values seem to have little impact on actual business practices. As a result, when business managers are in a position to choose between making profits and being ethical, they seem to give priority to quota. Therefore, in many developing countries, business managers make compromises in their ethical orientations in order to do business. The belief is that many feel that if the company were to be ethical, it would not be able to do business. However, as with ethics in business, a concern primarily in developing countries is that political regulations are less and less likely to offer solutions to the social problem of corruption (Scherer & Smid, 2000).

Because of corruption, inappropriate use is often made of scarce skills and manpower of a nation. Valuable management time and money is spent monitoring projects and conducting investigations into cases where corruption has been alleged. According to Nwabuzor (2004), corruption can adversely affect the quality of goods and services produced in a given economy. Companies that are burdened with bribes or

government payoffs typically will try to contain their costs by cutting corners. As a result, useful and necessary improvements to products usually are sacrificed to relieve the burden of corruptive costs.

### **United Nations and International Code of Ethics for Leadership**

Humans often try to define their actions, behaviors, and relationships. These relationships involve not only family, friends, and coworkers but the person him/herself (Polletta & Jasper, 2001). We try to give relevant meaning to the life we live by giving meaning to the environment, animals, and even objects. We do this to be fair with aspects of our life and seek acceptance from others. Possibly we desire life to be easier and more reasonable. Could it be that we desire things to be more convenient, or is it because complicated issues require clarification, as ethical or unethical?

Some suggest that ethical leadership is strongly related to culture (Donaldson, 1994). There is a belief that there is no general theory of ethical leadership (Rubenstein, 2003; O'Connor, 2006). But what has been developed in the definition of ethical leadership is relevant. According to Brown & Trevino (2002), ethical leadership is the demonstration of normatively appropriate conduct through personal actions and interpersonal relationships, and promotion of such conduct among followers through two-way communication, reinforcement, and decision-making processes. Thus, Brown & Trevino's definition goes side by side with what Donaldson (1994) suggested as a relativist view of ethics. Still, global and cross-cultural ethics are highly complex to define (Nahavandi, 2009).

The United Nations has tried to promote and encourage ethical leadership in the international arena. An example of such attempt was the *Peace and Governance Program* of the United Nations that worked under the following three assumptions:

- 1) Human rights and ethics, far from constituting two separate areas of study, have to be understood as two related and complementary fields, each of them contributing to and projecting - particularly through multilateralism - a sense of international community.
- 2) Inhabiting the activities in this area is that addressing issues of human rights and ethics is part of a wide conception of human security which is currently emerging - a conception of human security which does not limit itself to traditional security issues, but also encompasses norms and value-judgments.
- 3) Making human rights and ethics a core aspect of the Peace and Governance Programme is meant to contribute to an inquiry on the making and evolution of the contemporary democratic culture, both within borders and among nations. This Programme area therefore contributes to debate regarding the normative underpinnings of the institutions and values that are used to organize our lives. (United Nations University, 2008, <http://unu.edu/pg/rights/>)

The *Peace and Governance Program* completed four projects in the issues of human rights and ethical leadership. The *Age of Apologies* and *Ethics in Actions* were two of these projects. Within the past few years, several Western states have acknowledged and apologized for past *wrongs* committed. The United Nations has taken steps to recognize their responsibility in mishandling humanitarian crises and have come to apologize to victims like the nations of Srebrenica and Rwanda. Furthermore, the *Ethics in Actions* project aims to examine the challenges of work in the field. This involves both *neutral* practices of humanitarian assistance within local institutional constraints, and the more *politicized* transmission of global human rights norms (United Nations University, 2008, <http://unu.edu>).

In addition, the United Nations has established an Ethics Office. The Ethics Office is established as a new office within the United Nations Secretariat reporting



directly to the Secretary-General. The main responsibilities of the Ethics Office are as follows:

- a. Administering the Organization's financial disclosure program;
- b. Undertaking the responsibilities assigned to it under the Organization's policy for the protection of staff against retaliation for reporting misconduct and for cooperating with duly authorized audits or investigations;
- c. Providing confidential advice and guidance to staff on ethical issues (e.g., conflict of interest), including administering an ethics helpline;
- d. Developing standards, training and education on ethics issues, in coordination with the Office of Human Resources Management and other offices as appropriate, including ensuring annual ethics training for all staff;
- e. Such other functions as the Secretary-General considers appropriate for the Office. (United Nations, 2005, para. 5)

It is interesting to note that the United Nations has an Ethics Office; however, the Ethics Office of the United Nations to date has not taken any steps to develop a code of ethics for international leaders.

### **Ethics in Higher Education**

In the previous section, a discussion was presented involving the importance of ethics in organizations. As mentioned in the previous section, one of the major factors in unethical behavior is a lack of knowledge of dealing with an ethical dilemma (Ferrel & Greshma, 1985). Some believe that humans are programmed to act in a manner that is conducive to certain situations (Ferrel, Cobbin, & Ferrel, 2002). However, if this is accurate, where most of this programming takes place is important. For most individuals in organizations, some of the fundamental learning of ethics begins at the university level (Isa, Abu Samah, & Jussof, 2008).

Furthermore, the recent development involving unethical acts such as Enron, British Petroleum, the Maddoff scam, and others, has affected the business world. Many colleges and universities have begun placing more emphasis on ethics teaching and

training with the hopes of helping students become better prepared for handling ethical dilemmas (McCuddy & Nondorf, 2009; Jian, 2009). Some of these colleges and universities started establishing a code of ethics that can help provide solutions to ethical dilemmas.

### **Code of Ethics in Higher Education**

The emphasis on ethics among colleges and universities has taken all measures to ensure ethical behavior among faculties, students, and staff. According to Schurr (1979), “a code of ethics must legitimate the interests of academics by showing that good academic practice is auditable, serves society at large, and avoids conflicts of interest” (p. 333). This code of ethics, Schurr pointed out, must be specific and enforceable. A study by Rezaee, Elmore and Szendi (2001) showed the importance of the role of conduct in promoting honorable behavior. The respondents of the questionnaire were supportive of the concept of codes of ethical conduct in colleges and universities. Rezaee, Elmore and Szendi (2001) suggested that having such a code could eliminate unethical practices.

Furthermore, ethics play a key role underpinning the conduct implicitly expected of a university lecturer and forms the basis of principles to their professional role (Macfarlane, 2001). Macfarlane suggested that teaching ethics as part of a professional program for a new lecturer in universities can help deal with everyday ethical dilemmas. He added that teaching ethics for professionalism might help new lecturers formulate their own responses to many ethical dilemmas they confront in their teaching role. On the other hand, Isa, Abu Samah, and Jussof (2008) explained that the borderless realm of knowledge warrants behavior that may lead to academic dishonesty. Therefore, they suggested inculcating ethics and values in higher education especially in e-learning

among students and academics. This leads to the fact that universities have to ensure educating ethics not only to students, but also to teachers and staff.

### **Professors and Students' Perception of Ethics**

As members of the academic community, professors and educators have a responsibility to uphold ethical standards regarding their academic integrity, moral acts, and their treatment of their students (Kuther, 2003). Professors are guided by ethical codes that address their professional responsibilities as educators. The ethical principles that guide the behavior of faculty are reflected in standards of ethics described in the documents of professional associations for faculty in higher education. In addition, most colleges and universities have faculty handbooks, which usually contain a section that addresses ethical codes of conduct and standards regarding the behavior of professors and educators.

Professors and educators are guided by the same ethical standards as students regarding their academic work (Artino & Brown, 2009). Academic honesty and integrity are central in the educational process (Iutovich, Kennedy, & Levine, 2003). These principles apply to academic work including continuous research, preparation of lesson plans, presentations of course materials, methods of instruction, grading, and evaluation of student work, and overall performance.

As with students, professors must exercise a duty of care when it comes to academic research and presentation. These individuals can avoid plagiarism by proper citation of the resources that provide them with the ideas, words, and data that they present in their academic work (Fischer & Zigmond, 2011). Proper citation allows others to trace the origin and development of ideas, theories, and research outcomes and helps

support the integrity of the academic enterprise and needed mutual trust between those seeking and those disseminating knowledge. If they collaborate on research such as working on a project together with others, the work of those others involved should be acknowledged. Acknowledgement of the contributions of others means appropriately recognizing and crediting those who have contributed to a scholarly work whether the work is a manuscript, exhibit, or performance (Fischer & Zigmond, 2011).

Professors and educators must also not engage in the fabrication or falsification of sources, data, or results. All research and studies conducted by a professor, student, or educator must be valid and reliable. In doing so the researcher must ensure that all information that is collected, data analysis that is conducted, and conclusions that are drawn have a strong sense of accuracy and correctness. In addition, as researchers, professors should not impose their bias onto any of their academic works. Bias affects research because when you are getting information from a source that contains bias, it will not necessarily be exactly right because it is influenced by that person's opinion. As a result, the information provided might be misleading to its audience and negatively affect what is being contributed to the body of knowledge (Macfarlane, 2001).

The American Psychological Association (APA, 2010) suggested that “members of the academic community should not engage in discrimination based on age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, socioeconomic status, or any basis proscribed by law” (sec. 1.10). Most importantly, these standards are the basis for the evaluation of student’s scholarly works. Educators and professors are required to treat each student on the same equal basis regardless of the factors mentioned above (Kuther, 2003). Under no circumstances should an educator favor or appear to

favor one student over another. In doing so, the professor must exhibit an unbiased view of their students and the material that they are instructing (American Association of University Professors, 2000). The code of ethics for teachers is designed to protect the rights of all students. Teachers are expected to be fair to all their students and not to take advantage of their position in any way (Kuther, 2003). According to Friedman, Fogel, and Friedman (2005), professors should “avoid any exploitation, harassment, or discriminatory treatment of students” (p. 13). Therefore, students “expect professors to act with professionalism, to employ a vast base of content knowledge and to show concern for student welfare” (Kuther, 2003, p. 153).

The role of ethics is not only important to how an educator instructs the students, but also in how the individual is perceived to exemplify him/herself. Many students see teachers as mentors and role models (Kuther, 2003). The manner in which these individuals carry themselves is reflected by the students. If a teacher acts in an unethical manner, the students may perceive this to be acceptable behavior. For example, if a teacher shows favoritism to one or more students, those receiving the favoritism may perceive it as socially acceptable behavior (Aydogan, 2009). When these individuals reach similar situations, they may feel that favoritism is a preferred method of controlling others.

Some argue that the rampant academic dishonesty that is occurring is directly associated with the faculty’s failures to serve as adequate role models (Callahan, 1982). This perception of ethical behavior of professors is shared by students and professors alike. Keith-Spiegel, Tabachnick and Allen (1993) pointed out that students and professors had similar perceptions as to which behaviors were ethical and unethical. In a

study conducted by Friedman, Fogel, and Friedman (2005), the results indicated that fairness in grading is the critical factor that many students use in determining whether a professor is ethical or unethical. Kuther (2003) also found that dishonesty in grading was one of the areas considered unethical by students.

Another study conducted by Robie and Kidwell (2003) showed that giving lower grades to students who disagreed with a professor's views was almost unanimously viewed as unethical by professors. Friedman, Fogel, and Friedman (2005) explained that fairness in grading does not differ from the way a manager treats a worker. This act by professors is not only unethical but also biased. It was also viewed as biased and unethical to lower course demands for those with many work or family demands. This information is important because how students envision the integrity of their role models/professors is reflected in how they perform (Friedman, Fogel, & Friedman, 2005).

Students think of their professors as role models; professors acting in an unethical manner, then, may serve as justification for the students to perform an unethical act. Friedman, Fogel, and Friedman (2005) pointed out that both students and faculty agreed that ignoring cheating and ridiculing students were unethical acts. If a professor ignores a cheating incident, this act might reflect negatively on the students themselves. Students need to learn more about ethics in order to deter ethical violations from occurring once they enter the workplace. However, part of the responsibility rests upon the shoulders of the professors. Professors must help students understand ethics in college so they can more prepared for the business world (Friedman, Fogel, & Friedman, 2005).

The influence of teachers' behavior on their students' ethics can be interpreted as the same relationship that exists between managers and workers. One example mentioned in the literature was the analogy of "fairness in grading which is not much different from the way a manager treats a worker" or the example of "a professor who flirts with students is not much different than a corporate employer who tolerates sexual innuendoes" (Friedman, Fogel, & Friedman, 2005, p. 10). As a result, understanding the importance of ethics is significant for students who will eventually enter the workplace.

### **Identifying & Understanding Academic Dishonesty**

To successfully reduce academic dishonesty in higher education, an understanding of the extent of the problem is essential (Pulvers & Diekhoff, 1999). Academic dishonesty is a very serious offense, according to Pavela (1997), because it undermines the bonds of trust and honesty among faculty, students, and the community. Academic dishonesty and the attitudes that students display can potentially do lasting damage to colleges in America and society (McCabe & Pavela, 2005). McGuirk (2007) stated that a major role of educators is to ensure that students receiving degrees are prepared to compete and succeed after leaving higher educational institutions. Students who complete academic programs by engaging in acts of academic dishonesty may continue this activity outside of the academic environment and may not be successful in their future endeavors (McGuirk). Callahan (2007) suggested that students need to understand that cheating hurts all students by creating unfair rewards, including scholarships and jobs.

A significant problem in addressing academic dishonesty is the absence of a generally accepted definition. There are, however, similarities in the patterns that most

consider to constitute acts of academic dishonesty (Kibler, 1992). Hall and Kuh (1998) suggested that academic dishonesty is any action or behavior that gives students an unfair advantage over others, and listed cheating, plagiarism, theft, and fabrication as examples. According to Von Dran, Callahan, and Taylor (2001), academic dishonesty is defined as intentional unethical behavior. Pavela (1997) indicated that academic dishonesty consists of cheating, fabrication, and plagiarism.

### **Types of Academic Dishonesty**

There are many ways to view academic dishonesty. According to Nath and Lovaglia (2009), academic dishonesty may include plagiarism, stealing a test, fabricating academic documents, purchasing research papers, or copying from someone else's exam or homework. McCabe and Trevino (1996) found by means of a survey of over 5,000 students that approximately 10% cheated in some form. Many cheating cases take place without both parties being aware of the problem (McLaughlin, 2005). Many times a student may cheat from another student without the other student being aware of the situation. In a case like this, the student who was not aware of the other student cheating is innocent, but the innocent student is left trying to prove that he or she is actually innocent and was not aware that the other student was copying his or her work (Hutton, 2006). This is a problem that many students face at the secondary and college levels, and they may also face a punishment that they do not deserve (Glendon & Ulrich, 2004). Many times the teacher at the secondary level, or professor at the college level, may be at fault. According to Glendon and Ulrich (2004), many teachers and professors feel that it is more work on their part to prevent cheating, and that if they protest a student's work, the result could be a lawsuit. Once the students at the secondary level and college sense



that the instructors are ignoring their unethical practice in cheating, the students then feel that they can cheat and complete the course, or courses, with ease and success.

Plagiarism is one of the most common forms of academic dishonesty (Bouville, 2008). According to Anderson (2009), “In 2008, a well-known TV broadcaster and psychiatrist was suspended from his job for plagiarizing others over the TV and radio” (p. 35). Plagiarism is a serious offense in, as well as outside the educational world (Clarke, 2006). According to Bouville (2008), “the word plagiarism is applied to many different situations: from crimes, to sloppy documentation used in writing” (p. 312). Many instructors view plagiarism as a minor issue and spend less than a class period discussing the importance of not plagiarizing another’s work as well as the 23 consequences of plagiarizing another work (Howard & Davies, 2009). This lack of communication between the students and university instructor can lead to students not viewing plagiarism as an important issue (Weyland, 2007). According to Howard and Davies (2009), students today look to on-line sources for their writing, whether it is of sound academic sources or useless information that should not be included in academic writing. This online accessibility has opened the door for students to participate in plagiarism, and many times, they may not be caught due to a lack of knowledge on the part of college instructors (Ma, Lu, Turner, & Wan, 2006). Many students have discovered that they can pay a small fee for research papers all the way up to dissertations (Howard & Davies, 2009). This terrible phenomenon has led many college officials, as well as state officials, to require an educational background check of all employees to make certain that employees’ degrees are legitimate (Howard & Davies, 2009).

While academic dishonesty is not an issue that has arisen overnight, issues of academic dishonesty in regards to electronic devices are new (McCabe & Katz, 2009). According to McCabe and Katz (2009), “academic success at the high school level has become a high stakes game, and cheating threatens to continue to grow if something is not done as soon as possible” (p. 16). Many students participate in academic dishonesty in order to meet the high standards that the federal government has put into place with the *No Child Left Behind* Act of 2001, as well as individual state standards that are set too high, with little funding for administrators and teachers to help the students successfully meet the standards (Rettinger & Kramer, 2009).

### **Reasons Contributing to Academic Dishonesty**

The key variables identified by Pulvers and Diekhoff (1999) as connectors to academic dishonesty are internal personal variables and external situational variables. Examples of personal internal and personal contributors include age, marital status, financial dependency on parents, maturity, and moral development. External situational variables include grade pressure, group affiliation, and class size (Pulvers & Diekhoff, 1999).

Whitley (1998) found that younger and unmarried students cheated at a higher rate than older, married students. The study also found that students with higher academic expectations cheated at a higher rate than students with lower academic expectations (Whitley, 1998). Research conducted by McCabe (2001) also supported the idea that students with lower grade point averages cheat at a higher rate than students with higher grades. A study conducted by Baird (1980) found that students who were most likely to commit acts of academic dishonesty were males, lower performing students, and students

participating in extracurricular activities. Bolin (2004) agreed that men with low academic ability tend to cheat at a higher rate than women. Bolin also stated that a lack of self-control when presented with an opportunity to cheat is another factor that impacts acts of academic dishonesty by students. When students have low expectations of accomplishing their goals using their own abilities, they are more likely to consider cheating (Murdock & Anderman, 2006). Lambert et al. (2003) found that two important factors impacting academic dishonesty are the desire to get better grades and the assurance of graduating. In an effort to combat academic dishonesty, it is important to understand why students cheat (Lambert et al., 2003). Students tend to cheat at a higher rate when they see other students cheating without consequences and when faculty seem to ignore cheating (McCabe & Trevino, 2002).

Other reasons that students list for cheating include pressure from parents, procrastination, and low self-confidence (Fisher & Hill, 2004). Some students admit that they cheat because they are thrilled by the excitement and want to break the rules (Fisher & Hill). Students who cheated often justified their actions and believed that most students were also guilty of cheating (Jordan, 2001).

### **Academic Dishonesty, Technology and Distance Learning**

Very little literature is available in regards to academic dishonesty in distance learning courses. In 2001, over three million students enrolled in distance learning courses (Chiesl, 2007). The reasons for the increase in students participating in academic dishonesty are the following: students have to do very little, if any, traveling, which saves money used for fuel; students can study in the comfort of their own home; and students who are stay-at-home mothers have the ability to complete a degree without hiring

someone to take care of their children while at class. Each of these advantages comes with consequences for the educational system (Giles, 2005). The luxuries that come with distance learning also open the doors for academic dishonesty. Because of the fact that students can study from home without an instructor proctoring exams, faculty and staff must be concerned about new ways of cheating in new academic environments (Sutherland-Smith, 2005). Due to the benefits discussed above, today many students are acquiring their degrees on-line and at a faster pace. According to Grijalva, Nowell, and Kerkvliet (2006), “due to the limited activity between the instructors and students in online classes, academic dishonesty in many forms has increased tremendously” (p. 180). As academic dishonesty is more prevalent, and has increased in on-line classes (Grijalva et al., 2006), there is a huge challenge that distance learning instructors must face that traditional instructors normally do not encounter. According to Grijalva et al. (2006), academic dishonesty can be broken down into two categories: (a) planned cheating and (b) panic cheating. The difference between the two categories is easily distinguishable. Planned cheating involves the student preparing cheat sheets or preparing to cheat using electronic devices. Panic cheating occurs when the student decides to cheat at the last minute without any planning (Grijalva et al., 2006).

According to Grijalva, et al., (2006), social norms also play a big role in academic dishonesty in on-line environments and the traditional classroom. Many factors facilitate cheating for students who are studying in an on-line environment or the traditional classroom. Many times peers and attitudes about peers lead to academic dishonesty. Many scholars believe that when students observe other students participating in academic dishonesty, this may lead to students feeling that academic dishonesty is a

behavior that is acceptable in today's society (Vessal & Habibzadeh, 2007). Another facilitator of academic dishonesty is the instructor. If instructors of both distance learning classes and traditional classes do not make it clear to students that academic dishonesty is not allowed, students are more likely to participate in some form of academic dishonesty (Chiesl, 2007). Some instructors feel that distance learning actually may deter academic dishonesty because most students are geographically dispersed and rarely, if ever, meet each other, as well as their instructors. This idea of the students being geographically spread out still does not deter plagiarism and other forms of academic dishonesty in the distance-learning environment.

Chiesl (2007) offered the following recommendations to on-line instructors in regards to preventing academic dishonesty: "use multiple versions of the same test, require proctors for on-line test, and provide verbal warnings rather than be e-mail about cheating" (p. 205). According to Chiesl (2007), the use of tenured instructors rather than assistants will also decrease the number of students participating in academic dishonesty. Academic dishonesty is a problem that many distance-learning institutions are facing, and the problem is predicted to increase in the future. According to Chiesl (2007), 64% of university instructors feel that it is easier for distance learning students to participate in academic dishonesty, while 57% of distance learning students feel that it is easier to participate in academic dishonesty.

Even though academic dishonesty has been studied in depth for many decades, there is a gap in the literature in regards to academic dishonesty using electronic devices (Stephens, Young, & Calabrese, 2007). According to the research study conducted by Stephens et al. (2007), 42% of students admitted to using electronic devices to participate

in academic dishonesty, while 45% of students admitted to using both conventional and electronic methods to participate in academic dishonesty. Many college instructors have found that they do not fully understand the new technology that is being used to participate in academic dishonesty. In addition, many college instructors are not knowledgeable of the new electronic technology being used today; the percentage of students that are using this high tech method to participate in academic dishonesty will only increase year after year (Stephens et al., 2007).

### **Faculty Duties and Awareness in Academic Dishonesty**

It is essential that faculty work with administrators to develop a strong relationship with students to encourage academic integrity (Hutton, 2006). Often, it is easier for faculty to ignore policies relating to academic dishonesty and handle problems individually (Jendrek, 1989). In an attempt to assist faculty in becoming more involved in promoting academic integrity, a guide was published in 1997, titled *Academic Integrity: Ten Principles* (McCabe & Pavela, 2004). As a result of critical changes impacting honesty and integrity, McCabe and Pavela created another document titled *Ten Updated Principles of Academic Integrity*. A summary of the updated guidelines is provided:

1. Recognize and affirm academic integrity as a core value for the institution.
2. Foster a lifelong commitment to learning.
3. Affirm the role of teacher as guide and mentor.
4. Help students understand the potential of the Internet and how that potential can be lost if online resources are used for fraud, theft, and deception.
5. Encourage student responsibility for academic integrity.
6. Clarify expectations for students.

7. Develop fair and creative forms of assessment.
8. Reduce opportunities to engage in academic dishonesty.
9. Respond to academic dishonesty when it occurs.
10. Help define and support campus-wide academic integrity standards. (McCabe & Pavela, 2004, p. 12)

In a study surveying over 2,500 faculty members during the 2002–2003 academic year, McCabe and Pavela (2004) found that less than two thirds of the faculty members include information regarding academic integrity in their course syllabi. In addition, McCabe (2005) indicated that students complain that faculty rarely discuss expectations and often ignore cheating. Some faculties ignore policies and create individual methods to punish students (McCabe, 2005). Puka (2005) suggested that faculty could provide an environment that makes it difficult to cheat by changing tests often, eliminating multiple-choice tests, and requiring students to submit progressive drafts of their papers. Another factor expressed by McCabe (2005) indicates the faculty's belief that administrators are not supportive and are often not satisfied with the sanctions that are imposed.

To encourage faculty at Duke University to become involved in creating an environment of integrity, a Council of Academic Integrity was formed (Ruderman, 2004). The council included faculty, administrators, and students. The primary goal was to increase awareness of academic integrity issues and to encourage dialogue (Ruderman, 2004). The University of Georgia implemented a new process that encourages the faculty and students to meet and resolve the issue (Bell, 2005). There has been an increase in the number of violations reported by faculty since the new process has been implemented,

and Bell indicated that faculty have provided positive feedback and are active participants in creating an environment of integrity.

### **Institutional Guiding Principles**

Academic integrity is a value that is important for colleges and universities and requires strong and clearly written policies (Davis, Grover, Becker, & McGregor, 1992). Student codes of conduct provide a detailed listing of student behaviors that are prohibited and generally include statements concerning academic dishonesty (Weeks, 1999). Most policies include a statement to express the philosophy of the institution and a listing of student rights and disciplinary procedures (Davis, Grover, Becker, & McGregor, 1992). Policies created by colleges and universities establish procedures to follow and outline possible sanctions for students violating the policies (Rhode & Math, 1988). It is not a requirement for educational institutions to develop complex policies and procedures that are difficult to understand, but the development of procedural protection for students is necessary (Pavela, 1978). Research by McCabe (2005) indicated that institutional policies are important, but students often ignore policies when they see other students cheating because they believe cheating is necessary to remain competitive. Lugg (2006) suggested that it is important that institutions establish and follow procedures that ensure due-process rights for all students.

According to Weeks (1999), policies and procedures are designed to protect educational objectives while providing an orderly process to protect students and the college community. The college judicial system is the process designated to provide the disciplinary procedures for educational institutions (Weeks, 1999). An important factor in developing a moral climate is that students are informed that an institutional policy will



be strictly enforced (Von Dran et al., 2001). Faculty collaboration is another important factor to consider when developing student codes of conduct (Nadelson, 2006). This collaboration encourages faculty to become active in the development of moral conduct. Judicial officers play an important role in the coordination of student discipline policies, and Nadelson (2006) stated that judicial officers can provide assistance to faculty and students. Another expectation is for judicial officers to operate in a timely, efficient, and fair manner that will facilitate students' development (Pavela, 2001). It was noted by Pavela (2001) that judicial officers are also educators with an overall goal of helping students understand the educational mission and policies of the institution. Policies on promoting academic integrity and dealing with issues of academic dishonesty are initiated at the institutional level. However, the implementation of such policies is usually at the college or department level. Some institutions have formed university-level committees such as judicial affairs that deal with issues promoting of academic integrity.

### **Consequences of Ignoring Academic Dishonesty**

Even though students give reasons for their academic dishonesty, there are social and practical consequences for ignoring student academic dishonesty. Consequences may include: the student and/or his or her peers are cheated, an increased risk that the student will cheat elsewhere in life, jeopardy of the institution's reputation, and lack of confidence in the credentialing system (Harding, Carpenter, Finelli, & Passow, 2004).

Academic dishonesty cheats the student in the following ways: the student learns little when the opportunity to learn is ignored, the gratification of creating something that he or she distinctly owns is lost, and if discovered by others, the career of the student

could be ruined depending upon the context and seriousness of the offense (Whitley & Keith-Spiegel, 2001).

Moral development and civic responsibility of students are some functions of higher education (Whitley & Keith-Spiegel, 2002). A motive that students freely use for academic dishonesty is that no one else will suffer (Jensen, Arnett, Feldman, & Cauffman, 1992). Students are overlooking the fact that students who commit acts of academic dishonesty cheat themselves out of search for knowledge in classes to which their degrees are supposed to attest. Academically dishonest students also disadvantage peers when their class is norm-referenced graded. Students may even ruin their careers with permanent marking on their transcripts. For example, sanctions for academic integrity violations at the American University in Washington, DC may include a permanent notation on the student's transcript stating "Failure in Course [title] for a Violation of the Academic Integrity Code" (American University, 2002). Notations to the permanent academic record cannot be removed by the student and will be visible to anyone requesting a transcript including employers.

According to Whitley and Keith-Spiegel (2001), students who cheat in college frequently continue to cheat in graduate and professional schools and to engage in unethical business practices. Harding et al. (2004) suggest a strong relationship between prior academic dishonesty (high school) and self-reported involvement in dishonest behavior (college and workplace) of engineering students. Their work suggests that despite changes in context from high school to college and to the workplace, many individuals will make the same ultimate decision when faced with a temptation to engage in deviant behavior. The top cheating temptations revolved around homework, lab

reports, and tests or quizzes. Leading workplace temptations were usage of company supplies, falsification of records (time sheets, expense reports, and quality assurance documents), lying about work quality, ignoring safety problems, accepting improper gifts, and taking credit for another's work. Should it be part of the mandate of the educational system to prepare students to behave ethically in the business world? In the writings of Verschoor (2007), it seems as if business students are being socialized with deviant ideologies that may carry through to domains such as the classroom and later the workplace.

Business executives are encouraged to use cutthroat techniques so that the winner takes all. A curriculum slanted at "short-term profitability at any cost" offset with stand-alone business ethic courses is an attempt to prevent business professionals from "following in the footsteps of Enron's senior management" (Verschoor, 2007, p. 15).

Further social consequences of academic dishonesty include damage done to the reputation of the institution when incidents of academic dishonesty are publicized. A damaging consequence of cheating is that the respect, trust, and the sense of community (from the classroom to the institution) are eroded (Cizek, 2003). Besides the reputation of the institution being tarnished as a result of academic integrity violations, students are falsely credentialed for their professions with grades for courses that they did not rightly earn, leaving the students unprepared for their professions when they graduate (Dick et al., 2003). According to Dick et al., (2003) graduating incompetent professionals who may produce faulty work could even endanger human life. A cheater "automatically reduces the credibility and the value of every other degree awarded by the alma mater"

(ETS, 1999). A lack of confidence in the academy as a valid credentialing agency could possibly lead to loss of support for higher education (Whitley & Keith-Spiegel, 2001).

### **Summary**

This review of literature has examined 14 areas, pertaining to the background for this research: describing current practices employed by public and private four-year universities in Jordan in promoting academic integrity and addressing academic dishonesty.

## **Chapter Three: Methodology**

### **Introduction**

This study aimed to describe current practices employed by public and private four-year universities in Jordan in promoting academic integrity and addressing academic dishonesty. This quantitative research sought to provide a framework for the current practices that promote academic integrity in higher education in the Middle Eastern country of Jordan. It also served as a starting point for researchers who are seeking to understand the academic dishonesty dilemma in the Middle East. This study aimed to answer the following research questions:

1. Do universities in Jordan have policies prohibiting academic dishonesty and to what extent do these policies address academic dishonesty and promote academic integrity?
2. To what extent and how often is information about the current institutional policies on academic dishonesty communicated with faculty and students in universities in Jordan?
3. To what extent do universities in Jordan offer training on academic dishonesty policies to their faculty?
4. To what extent does such training affect the number of incidents of academic dishonesty in universities in Jordan?

The intent of this study was to describe current practices employed by Jordanian universities in addressing academic dishonesty; testing of a hypothesis was not the intent of this research. The study detailed current academic dishonesty practices that exist in higher educational institutions in Jordan. The study also addressed how such policies are

communicated with faculty, staff, and students. The findings identified the most frequently reported setting and types of printed materials used to communicate information regarding this topic. It also found out how often such correspondences are sent. This study also examined how often faculty training about academic dishonesty was offered by universities. Finally, this study investigated to what extent such training impacted the number of incidents of academic dishonesty in universities in Jordan.

### **Research Design**

The methodology that was used for this study was survey research. Survey research provides a systematic approach to describe trends, attitudes, or opinions of a particular population by using data from that population (Creswell, 2003). Survey research uses questions to measure the phenomenon of interest of a particular topic (Martella, Nelson, & Marchand-Martella, 1999). It is therefore important, according to Martella et al. (1999), that questions are constructed effectively to require systematic responses.

A survey research design uses questions or interviews to collect data (Gall, Gall, & Borg, 2003). This study used a quantitative approach, implementing a survey questionnaire to collect data. The research design allowed a descriptive account of current practices that can be tabulated in a systematic manner. This research design provided an avenue to thoroughly answer the research questions for this study.

### **Population of the Study**

The population of this study consisted of college deans and associate deans serving in four-year public and private universities in Jordan that have a published website. Since the instrument was web-based, the mode of communication was mainly

through the Internet. Therefore, only deans and associate deans with published email addresses could participate in this study. It is common practice in the Middle East that the dean of the college deals with incidents of academic dishonesty. He or she may then form a committee to handle such incidents. Currently, there are 29 public and private universities in Jordan that have a published website on the Internet (CSIS, 2011). The eligible population was determined to be 242 subjects. All subjects were invited to participate in the study.

### **Instrument**

The survey questionnaire developed by Kibler (1992) was utilized to collect data to answer the research questions (Appendix C). This instrument was tested for reliability and validity by Kibler. In addition, the Cronbach's Alpha was utilized later to check for reliability. The Cronbach's Alpha for the data collected was 0.85. The items included in the questionnaire were constructed to ensure that each item could be measured by using specific criteria. The construction of Kibler's study included 54 questions that can be answered with a yes or no, or check all that apply. In addition, there were some perception questions on the following areas: promoting academic integrity, policies on academic integrity, communication, training and programs on academic integrity. However, not all questions on the original questionnaire developed by Kibler were utilized in this study. Specifically, the section on student development was not used, as it does not relate to the purpose of this study. Three open-ended questions were placed at the end of the survey to collect more data about the specific processes used in the universities to promote academic integrity.

## **Data Collection**

An e-mail written in English was sent out to all participants that contained an invitation to the web-based survey and the consent form. The e-mail, along with the attached memorandum and consent form, provided the participants with the web address needed to access the on-line survey as well as directions explaining the complete on-line survey process. The e-mail also provided the participants with a timeframe in which to complete the on-line survey. The consent form indicated that confidential, personally identifiable information concerning the participants and universities would not be disclosed.

The survey was hosted on the *Survey Monkey* website. *Survey Monkey* is a fully web-hosted survey software application developed for researchers, evaluators, and organizational improvement specialists and is widely utilized in academia. The web survey software generated the first invitation through emails to complete the survey (Appendix D). The survey was placed on a secure web server. A second invitation was sent after a week to those who had not completed a survey (Appendix E). A final invitation was emailed after the second week in order to increase the return rate (Appendix F). The results of the survey were automatically sent to a Microsoft Excel file for database purposes and were later transported to SPSS for further analysis.

## **Data Analysis**

The researcher utilized *Statistical Package for Social Sciences for Windows* (SPSS), version 16, to analyze the data. The data file was screened for incomplete or missing entries, outliers, and was assessed for normality where appropriate. Descriptive statistics including frequency tables and crosstabulation was utilized to describe



demographic information of the participants and answer the first three research questions. Inferential statistics were employed to answer research question four. An independent sample *t*-test was utilized to find the effect of training on the number of academic dishonesty incidents in the universities. In addition, content analysis was employed to analyze the open-ended question of the survey.

### **Protection of Human Subjects**

Prior to the research study being implemented, an approval form (Appendix A) was obtained from the UIW Institutional Review Board. The letter to potential subjects form (Appendix B) included information about the research study and contact information for the advisor of the study. The surveys were kept in a locked and secure location and will be destroyed after a reasonable period of time, not to exceed five years. The participants were advised that their participation in this study is strictly voluntary and that they would have the opportunity to withdraw themselves from the study if the need arose. The guidelines protecting human subjects guided the process of this study and the researcher adhered to the guidelines for the protection of subjects and information obtained from all participants. The researcher was the only one to have access to the survey data. Complete anonymity was maintained. Names did not appear in any data collected, and participants could not be identified. There were no physical risks or expense related to participating in this study. Completing the survey was not stressful to the participants. The participants acknowledged their understanding and acceptance to participate in the study by submitting the survey.

## **Chapter Four: Research Findings**

### **Introduction**

The intent of this study was to describe current practices employed by Jordanian universities in promoting academic integrity and addressing academic dishonesty; testing of a hypothesis was not the intent of this research. The study detailed current academic dishonesty practices that existed in higher educational institutions in Jordan. The study also addressed how such policies are communicated with faculty, staff, and students. The findings identified the most frequently reported setting and types of printed materials used to communicate information regarding this topic, and how often such correspondences are sent. This study also aimed to state how often faculty training about academic dishonesty is offered by the universities. Finally, this study investigated to what extent such training impacted the number of incidents of academic dishonesty in universities in Jordan. This chapter provides information about the research questions, a descriptive profile of the population, a research matrix, answers to the research questions, answers to the open-ended survey questions, highlighted responses by deans and associate deans, and a summary.

### **Research Questions**

Research questions were identified to describe the current policies that are being used by public and private four-year universities in Jordan in promoting academic integrity and addressing academic dishonesty within the framework of a learning organization:

1. Do universities in Jordan have policies prohibiting academic dishonesty, and to what extent do these policies address academic dishonesty and promote academic integrity?

2. To what extent and how often is the information about the current institutional policies on academic dishonesty communicated with faculty and students in universities in Jordan?
3. To what extent do universities in Jordan offer training on academic dishonesty policies to their faculty?
4. To what extent does such training affect the number of incidents of academic dishonesty in universities in Jordan?

### **Descriptive Profile of the Population and Response Rate**

The population of this study consisted of college deans and associate deans serving in four-year public and private universities in Jordan that have a published website. Therefore, only deans and associate deans with published email addresses participated in this study. It is common practice in the Middle East that the dean of the college deals with incidents of academic dishonesty. He or she may then form a committee to deal with such incidents. There were 29 public and private universities in Jordan that have a published website on the Internet (CSIS, 2011). The eligible population was determined to be 242 deans and associate deans.

The survey was distributed to 242 (*N*) participants. Sixty (60) participants completed the survey, which represented a response rate of 25%. To analyze the descriptive profile of the 60 participants, a frequency distribution was determined for types of institutions: private and public. Of the 60 responses, 21 (35%) participants were deans and associate deans serving in four-year private colleges, and 39 (65%) participants were deans and associate deans serving in four-year public colleges. This information is presented in Table 1.

Table 1

*Participants' Types of Institutions*

Types of Institutions	<i>n</i>	%
Private	21	35.0
Public	39	65.0
Total	60	100.0

**Research Matrix**

In his study of faculty and academic administrators' perceptions of academic dishonesty in higher education, Eckles (2010) designed an analysis matrix, similar to Carter's (2008) matrix, to better explain how he intended to analyze the data collected. Using both Eckles's (2010) and Carter's (2008) matrixes as guidelines, the researcher designed a similar analysis matrix to help explain and choose the right statistical methodology to analyze the data. This research matrix is shown in Table 2.

Table 2

*Research Matrix*

<u>Research Question</u>	<u>Question in the Survey</u>	<u>Data Analysis</u>
Do universities in Jordan have policies prohibiting academic dishonesty, and to what extent do these policies address academic dishonesty and promote academic integrity?	4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 26, 27	Descriptive Statistics
To what extent and how often is the information about the current institutional policies on academic dishonesty communicated with faculty and students in universities in Jordan?	16, 17, 18, 19, 20, 21, 22	Descriptive Statistics
To what extent do universities in Jordan offer training on academic dishonesty policies to their faculty?	23, 24, 25, 29, 30	Descriptive Statistics
To what extent does such training affect the number of incidents of academic dishonesty in universities in Jordan?	2, 30	Inferential Statistics

**Research Question 1**

Research Question 1 asked, “Do universities in Jordan have policies prohibiting academic dishonesty, and to what extent do these policies address academic dishonesty and promote academic integrity?” Descriptive statistics were utilized to report the results for this research question.

Participants were asked if their institutions had an honor code/code of conduct that addresses academic dishonesty. The participants' responses indicated that 61.7% of the institutions have an honor code, while 38.3% of the institutions did not implement an honor code/code of conduct.

Deans and associate deans who reported having an honor code/code of conduct in their institutions were asked a series of questions regarding implementation of the honor code in their institutions (See Table 6). Deans and associate deans have shown commonality in their responses to most of the questions in relation to honor code/code of conduct. A rate of 96.4% of the participants reported that their honor code specifies prohibited behavior. While 89.3% of the respondents reported that their institutions define prohibited behavior.

When asked whether or not the honor code of their institutions states the consequences for engaging in prohibited behavior, 89.3% of the respondents answered yes. A total of 75.0% stated that their honor code/code of conduct describes a method for reporting violations. Despite the existence of a method for reporting violations, 71.4% indicated that their honor code/code of conduct did not obligate students to report committed violations. The participants indicated that the honor code/code of conduct was provided in writing to students. Although a written honor code/code of conduct was disseminated to students, 82.1% of the responses indicated that students were not required to affirm their commitment to the honor code/code of conduct. Only 17.9% of the respondents indicated that students were required to affirm their commitment to the honor code during their admission to the institute and at the beginning of courses (See Table 3 and Table 4).

Table 3

*Honor Code/Code of Conduct Commitment*

Students Affirm Commitment	<i>n</i>	%
Yes	5	17.9
No	23	82.1
Total	28	100.0

Table 4

*Students Affirm Commitment to Honor Code/Code of Conduct*

Affirm Commitment During	<i>n</i>	%
Admission	4	80.0
Beginning of courses	1	20.0
Exams	0	00.0
Other assignments	0	00.0
Other (please specify)	0	00.0
Total	5	100.0

Interestingly, as shown in Table 6, 75.0% of the respondents indicated that the honor code/code of conduct is disseminated in writing to faculty/staff, but a total of 60.7% of the respondents stated that faculty/staff were not required to affirm their commitment to the honor code/code of conduct. Only 39.3% of the respondents indicated their obligation to the honor code/code of conduct (See Table 5).

Table 5

*Honor Code/Code of Conduct Commitment*

Faculty Affirm Commitment	<i>n</i>	%
Yes	11	39.3
No	17	60.7
Total	28	100.0

Faculty who affirmed their commitment to the honor code were asked to do so either when hired, on contract renewal, at the beginning or conclusions of courses, and/or on other occasions. The results showed that a total of 63.6% affirmed their commitment to the honor code/code of conduct when hired, and a total of 27.3% on contract renewal. These were the highest percentages that were checked by the participants.

Furthermore, 88.9% of the participants indicated that the code of conduct in their institutions identifies who has the authority to implement sanctions. The majority of the participants (63.9%) specified that their institutions did not have one particular office on campus responsible for coordinating efforts to promote academic integrity (See Table 6).



Table 6

*Honor Code/Code of Conduct Questions*

Question	Yes % (n)	No % (n)	Total % (n)
Does your honor code specify prohibited behaviors?	96.4 (27)	3.6 (1)	100 (28)
Does your honor code define prohibited behaviors?	89.3 (25)	10.7 (3)	100 (28)
Does your honor code state consequences?	89.3 (25)	10.7 (3)	100 (28)
Does your honor code describe how to report violations?	75.0 (21)	25.0 (7)	100 (28)
Does your honor code obligate students to report others' violations?	28.6 (8)	71.4 (20)	100 (28)
Is your honor code disseminated in writing to all students?	67.9 (19)	32.1 (9)	100 (28)
Is your honor code disseminated in writing to all faculty/staff?	75.0 (21)	25.0 (7)	100 (28)
Does the code of conduct identify who has the authority to implement sanctions?	88.9 (32)	11.1 (4)	100 (36)
Is there one office on campus responsible for coordinating efforts to promote academic integrity?	36.1 (13)	63.9 (23)	100 (36)

## Research Question 2

Research Question 2 asked, “To what extent and how often is the information about the current institutional policies on academic dishonesty communicated with faculty and students in universities in Jordan?” Descriptive statistics were utilized to report the results for this research question.

Deans and associate deans were asked when academic dishonesty was discussed with students and faculty, as shown in Table 7. The majority responded, at a rate of 66.7%, that the beginning of each course was a great opportunity to discuss the topic of academic dishonesty. A total of 63.9% respondents indicated that new student orientation was also a perfect time to discuss academic dishonesty. A response rate of 36.1% of the deans and associate deans indicated that they used the new faculty and staff orientation to discuss academic dishonesty. Participants were asked to check all answers that apply.

Table 7

### *Discussing Academic Dishonesty/Integrity*

Discussed During	<i>n</i>	%
New student orientation	23	63.9
Beginning of each course	24	66.7
New faculty/staff training/orientation	13	36.1
Graduate teaching assistant training/orientation	10	27.8
Faculty/staff in service training	9	25.0
Other (please specify)	5	13.9

Deans and associate deans indicated that a statement on academic dishonesty was printed in the student handbook at a rate of 72.2%, while 55.6% stated that such statement existed in the faculty/staff handbook. A total of 36.1% believed course syllabi to be a good source to include a statement that encouraged academic integrity. Participants were asked to check all answers that apply (See Table 8).

Table 8

*Statement on Academic Dishonesty/Integrity*

Printed On	<i>n</i>	%
Faculty/staff job application materials	8	22.2
Faculty/staff handbook	20	55.6
Catalog	8	22.2
Admissions application materials	5	13.9
Student handbook	26	72.2
Schedule of classes	2	5.6
Course syllabus in every course	13	36.1
Exam booklets	5	13.9
On the cover page or in heading of printed exams	2	5.6
Other (please specify)	6	16.7

In addition, information, as a means of communication about academic dishonesty/integrity to student, was included in writing. A total of 72.2% of participants indicated that academic dishonesty is prohibited. Also, 69.4% of the respondents indicated that a definition of academic dishonesty was provided to students. Finally, a

total of 58.3% of the participants indicated that types of academic dishonesty were also communicated to students. Participants were asked to check all answers that apply (See Table 9).

Table 9

*Written Information About Academic Dishonesty/Integrity*

Information Written	<i>n</i>	%
Definition of academic dishonesty	25	69.4
That academic dishonesty is prohibited	26	72.2
Why academic dishonesty is prohibited	14	38.9
Types of academic dishonesty that are prohibited	21	58.3
Expectations or responsibilities of students	15	41.7
Expectations or responsibilities of faculty	15	41.7
How to report a violation	14	38.9
Other (please specify)	3	8.3

Correspondence was a means of communication for addressing academic dishonesty. A total of 75.0% of participants indicated that correspondences on academic dishonesty were sent to faculty, were 36.1% of the participants answered that students received correspondence on academic dishonesty, as shown in Table 10. Participants were asked to check all answers that apply.

Table 10

*Correspondence for Addressing Academic Dishonesty*

Sent To	<i>n</i>	%
Faculty	27	75.0
Staff	8	22.2
Teaching assistants	8	22.2
Students	13	36.1
Student leader	3	8.3
Other (please specify)	7	19.4

In addition, when asked about the types of information these correspondences included, 52.8% of the participants indicated that efforts to reduce academic dishonesty were included the most. Finally, data on academic dishonesty received 30.6% of the response rate, as shown in Table 11. Participants were asked to check all answers that apply.

Table 11

*Information Contains in Correspondence*

Information Contains	<i>n</i>	%
Efforts to reduce academic dishonesty	19	52.8
Data on academic dishonesty	11	30.6
Suggested improvements in policy/practice	10	27.8
Other (please specify)	7	19.4

Another noteworthy finding was in the response rate of the efforts to promote academic integrity in the campus press or other media sources. The survey question asked, “Are announcements about efforts to promote academic integrity included in the campus press or other media sources?” Of the respondents, 58.3% answered “no.” Also, interestingly, when asked if the case results of an academic dishonesty were included in the campus press, deans and associate deans answered “no” with a response rate of 77.8% (See Table 12).

Table 12

*Campus Press*

Question	Yes % (n)	No % (n)	Total % (n)
Are efforts to promote academic integrity included in the campus press?	41.7 (15)	58.3 (21)	100 (36)
Are case results included in the campus press?	22.2 (8)	77.8 (28)	100 (36)

**Research Question 3**

Research Question 3 asked, “To what extent do universities in Jordan offer training on academic dishonesty policies to their faculty?” Descriptive statistics were utilized to report the results for this research question.

Deans and associate deans were asked to provide information on the training that exists on their campuses. The questions asked who received training in issues of academic dishonesty and what topics the training included (See Table 13 and 14).

A rate of 41.7% respondents indicated that faculty members received training in the area of academic dishonesty/integrity, while new faculty members were provided

training at a rate of 27.8%. Participants made additional comments, indicating that no training is provided at all. Participants were asked to check all answers that apply.

Table 13

*Training on Academic Dishonesty/Integrity 1*

Is training on academic dishonesty provided to the following?	<i>n</i>	%
Anyone who teaches	12	33.3
Faculty members	15	41.7
New faculty members only	10	27.8
Graduate assistants	5	13.9
New graduate assistants only	2	5.6
Those with adjunct appointments	3	8.3
Those with part-time appointments	7	19.4
Other (please specify)	7	19.4

The training content encompassed definitions of academic dishonesty, prevention strategies, disciplinary process, sanctions classrooms that promotes academic integrity, and other. Definitions of academic dishonesty received the highest rate of responses, 75.0%, while sanctions received the lowest rate of responses, 25.0%, as shown in Table 14. Participants were asked to check all answers that apply.

Table 14

*Training on Academic Dishonesty/Integrity 2*

Does the training include any of the following?	<i>n</i>	%
Definitions of academic dishonesty	27	75.0
Prevention strategies	14	38.9
Disciplinary process	16	44.4
Sanctions	9	25.0
Classrooms that promote academic integrity	11	30.6

A total of 55.6% of the participants, as shown in Table 15, indicated that their institution did not offer seminars, programs, or discussion groups on academic integrity to students, student organizations and/or through classes.

Table 15

*Seminars/Workshops on Academic Integrity*

Sessions offered in the institution	<i>n</i>	%
Yes	16	44.4
No	20	55.6
Total	36	100.0

The participants were asked about the educational programs on academic integrity and whether or not they were offered in their institutions. A substantial 63.9% of the participants indicated that their institutions do not offer educational programs on academic integrity (See Table 16).



Table 16

*Educational Programs on Academic Integrity*

Educational programs offered	<i>n</i>	%
Yes	13	36.1
No	23	63.9
Total	36	100.0

**Research Question 4**

Research Question 4 asked, “To what extent does such training affect the number of incidents of academic dishonesty in universities in Jordan?” Inferential statistics were utilized to report the results for this research question.

An independent sample *t*-test, as shown in Table 17, comparing the mean number of cases of academic dishonesty of the universities that offered educational programs and training on academic integrity found a significant difference between the mean of the two groups ( $t(12) = -1.859$ ,  $p, .05$ ). The mean number of cases for the universities that offered training was significantly lower ( $M = 2.000$ ,  $SD = .964$ ) than the mean number of cases of the universities that did not offer training on academic integrity ( $M = 9.083$ ,  $SD = 10.869$ ).

Table 17

*Comparing the Mean Number of Cases of Academic Dishonesty of the Universities that Offered Educational Programs and Training on Academic Integrity*

	<u>Training</u>		<u>No Training</u>		<i>t</i>	<i>df</i>	<i>P</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			
Training	2.00	0.96	9.08	10.87	-1.86	12	.04

**First Open-Ended Survey Question**

In your opinion, to what extent does the current ethos on your campus now promote academic integrity?

Common themes had emerged from deans and associate deans who answered this question. These themes were summarized as Positive and Negative Views of the current promoting of academic integrity in the participants' institutions.

**Positive views of deans and associate deans.**

1. "The current standing can be evaluated as (good), but there is a need for improvement."
2. "Academic Integrity is very important, the Faculty is trying hard to put things in order, and things so far are good."
3. "Our university worked hard to promote honesty and to fight all irresponsible behaviors."
4. "The current situation encourages academic integrity however there should be orientation of students towards academic integrity when they enroll newly in the academic programs and there must be in-service programs to teachers on what constitutes academic integrity and how to prevent breaches because currently we only have written procedures and policies to that effect and breaches are only discussed in faculty meeting when incidents occur."

**Negative views of deans and associate deans.**

1. "I think the current situation does not promote academic integrity."

2. "There are very few chances of detecting plagiarism. This is left for accidental discovery only if the teacher or referee is exposed and he is well-read in his field of study."
3. "No efforts to provide training and awareness. However any academic dis-integrity incident will be taken seriously."
4. "Very little is done in this area."

### **Second Open-Ended Survey Question**

Please specify the process that your school/college implements to deal with incidents of academic dishonesty?

Three main themes were identified by the deans and associate deans. These themes are summarized as: Higher Authority, Institutional Committee, and Individual Procedures.

#### **Higher authority.**

1. "Each faculty has a committee for academic dishonesty headed by the dean or vice dean. But in case of hard sanctions, the faculty committee reports the cases to a higher committee which is a part of the dean council to take the final decision."
2. "According to the following process: 1. Incidence report to the dean 2. Investigation committee 3. Suggestion from the faculty board 4. Taken action by the dean or 5. Give suggestion to higher council such as dean council."
3. "The staff official letter about the incidents to the head of Dep. -----Dean-----The faculty committee of ethos----Dean----President."

### **Institutional committee.**

1. "By interrogation committees."
2. "Special committee at the school level is responsible for dealing with incidents reported by both faculty students. This committee will investigate case by case and report to the Dean. The Dean has power to apply proper sanctions according to regulation."
3. "By referral to a Discipline Committee."
4. "Investigation committees."

### **Individual procedures.**

1. "It's only on a basic level if something happens. Nothing is done to prevent."
2. "The faculty may or may not take action at his/her level: failing the test, failing a course, or nothing. The case may move up to the college or university level when it involves someone taking a test on behalf of another student. But that is very rare. Mostly, situation is resolved at the individual faculty level."
3. "Frequently the students are either dismissed or sanctioned. This is highly individualized however for now."

### **Third Open-Ended Survey Question**

In your opinion, what other activities or initiatives can improve academic integrity in Universities in Jordan?

Training and communication were the most highlighted themes deans and associate deans emphasized.

### **Training.**

1. "Using the university press, specialized workshops and faculty training."

2. “Mandatory training courses by both new students and new faculty or staff regarding these issues.”
3. “Training, capacity building.”

### **Communication.**

1. “Emphasizing the importance of academic integrity at all occasions, and announcing sanctions against caught students.”
2. “Start at school level awareness at community based meetings.”
3. “Guidelines on this should be written for all to know and review.”

### **Other Findings**

There were some noteworthy comments by deans and associate deans. Some of them insisted that there is a lot to be done; for example, to have a central office that deals with academic dishonesty. Some also believed that teachers should implement honesty through example to students. Others believed that the existence of a code of ethics is important to promote academic integrity. These significant responses were added as “Other Findings.”

### **Other findings.**

1. “Having a central office to deal with claims of dishonesty.”
2. “Code of ethics.”
3. “The teachers themselves should implement honesty through example by showing students how to deal with their secondary sources. Also by assuring the students that their assignments will be read meticulously and assessed for plagiarism. Only the fear of being ‘caught’ will curb students' appetite to plagiarize.”

4. “None of us do things that you suggest in your survey. Some of what you mention would improve the situation.”
5. “Good punishment procedures.”
6. “I think a lot needs to be done and it does not only include students, but also staff. Translating books from English and publishing them as one’s own, forming publication groups and citation pools in order to collect large numbers of publications, plagiarism. . . . all this can be found on different levels. And to improve academic integrity faculty needs to take the time to e.g. really read and check students' reports in detail, provide feedback, and train students. . . . And in order to do this, awareness about academic integrity must be raised on all levels, everybody needs to follow the principles and take them serious and then we can also teach our students to do so and enforce them to act. Some of the problems might also need structural changes and more support for faculty as well as thinking about salary structures to make it enumerative to spend the necessary effort that good education requires from all professors.”

### **Summary**

This chapter provided the results of data collected on the current practices that are employed by public and private four-year universities in Jordan in promoting academic integrity and addressing academic dishonesty. The chapter also provided a brief review of the research questions, descriptive profile of the population, research matrix, answering the research questions, answers to open-ended survey questions, and noteworthy responses of deans and associate deans.

## **Chapter Five: Study Overview, Conclusions, and Recommendations**

### **Introduction**

This chapter provides an overview of the study, research conclusions, and recommendations for future research regarding the topic of academic dishonesty in higher education at the Jordanian Universities.

### **Overview of the Study**

The existence of academic dishonesty indicates an absence of academic integrity (Altbach, 2004). McCabe and Trevino (2002) suggested that there is a need for institutions of higher education to recommit to a tradition that includes integrity and honor. Altbach explained that the lack of integrity is partly because academic institutions are under pressure to provide equal access for students while ensuring students complete degree programs.

Many universities historically have addressed academic dishonesty from an ethical perspective by enforcing honor codes. However, some institutions have now abandoned such codes and replaced them with administrative disciplinary policies (Kibler, Nuss, Paterson, & Pavela, 1988). Research suggests that students on most campuses engage in academic dishonesty. Many researchers such as Kibler et al. (1988) suggest that prevention must begin at the institutional level. In addition of having an honor code, institutions must clearly communicate their expectations and values placed on integrity to students and faculty. Additionally, it is necessary to inform faculty on how to follow the honor code in cases of academic dishonesty by holding training sessions. Such training must be planned and monitored to ensure effective implementation. When cheating occurs, campus procedures should obligate students to confront the ethical

implications of their behavior. Unfortunately, little has been researched on academic dishonesty in the Middle East and specifically in Jordan. Since its inception almost four decades ago, much has been achieved in regards to the establishment and development of higher education in Jordan. The review of literature clearly indicated that there is a gap about the current practices employed by universities in Jordan in promoting integrity and addressing academic dishonesty. This research effort, therefore, might provide knowledge that contributes to the literature on describing the current practices utilized by universities in Jordan regarding this problem.

Currently, Jordan has 29 public and private universities that have published websites on the Internet (CSIS, 2011). The student enrollment is estimated to be over 200,000, and the number is expected to increase by 30% over the next five to 10 years (MOHE, 2006). According to Anbusi (1999), because of its prime location, Jordan is considered one of the premier nations for neighboring countries to send their children to receive a higher education. This is due to the fact that Jordan has private and public institutions as well as community colleges, and it produces a skilled worked force (Al-Tall, 2000).

The purpose of this study was to describe current practices employed by public and private four-year universities in Jordan in promoting academic integrity and addressing academic dishonesty. This study aimed to answer the following research questions:

1. Do universities in Jordan have policies prohibiting academic dishonesty, and to what extent do these policies address academic dishonesty and promote academic integrity?



2. To what extent and how often is the information about the current institutional policies on academic dishonesty communicated with faculty and students in universities in Jordan?
3. To what extent do universities in Jordan offer training on academic dishonesty policies to their faculty?
4. To what extent does such training affect the number of incidents of academic dishonesty in universities in Jordan?

The methodology that was used for this study was survey research. Survey research provides a systematic approach to describe trends, attitudes, or opinions of a particular population by using data from that population (Creswell, 2003). Survey research uses questions to measure the phenomenon of interest of a particular topic (Martella, Nelson, & Marchand-Martella, 1999). It is therefore important, according to Martella et al. (1999), that questions are constructed effectively to require systematic responses.

A survey research design uses questions or interviews to collect data (Gall, Gall, & Borg, 2003). This study used a quantitative approach with a survey questionnaire to collect data. The research design allowed a descriptive account of current practices that can be tabulated in a systematic manner. This research design provided an avenue to thoroughly answer the research questions for this study.

The survey questionnaire developed by Kibler (1992) was utilized to collect data to answer the research questions. This instrument was tested for reliability and validity by Kibler. In addition, the Cronbach's Alpha was utilized later to check for reliability. The Cronbach's Alpha for the data collected was 0.85. The items included in the

questionnaire were constructed to ensure that each item could be measured by using specific criteria.

The population of this study consisted of college deans and associate deans serving in four-year public and private universities in Jordan that have a published website. Since the instrument was web-based, the mode of communication was mainly through the Internet. Therefore, only deans and associate deans with published email addresses could participate in this study. Currently, there are 29 public and private universities in Jordan that have a published website on the Internet (CSIS, 2011). The eligible population was determined to be 242 subjects. All subjects were invited to participate in the study.

The survey was distributed to 242 (*N*) participants. Sixty (60) participants completed the survey, which represented a response rate of 25%. To analyze the descriptive profile of the 60 participants, a frequency distribution was determined for types of institutions: private and public. Of the 60 responses, 21 (35%) participants were deans and associate deans serving in four-year private colleges, and 39 (65%) participants were deans and associate deans serving in four-year public colleges (See Table 1, Chapter 4).

### **Research Findings and Conclusions**

Upon reviewing the results of this study, the researcher made conclusions regarding the deans and associate deans' perceptions of the current practices employed by public and private four-year universities in Jordan in promoting academic integrity and addressing academic dishonesty. The conclusions for this study pinpointed the most significant findings that are related to the research questions.

*Research Question 1:* Do universities in Jordan have policies prohibiting academic dishonesty, and to what extent do these policies address academic dishonesty and promote academic integrity?

**Conclusion 1.** The data collected from the deans and associate deans indicated that not all of their institutions have policies that promote academic integrity and address academic dishonesty. 61.7% of respondents reported having policies that promote academic integrity and prohibit academic dishonesty. These policies consist of specifying prohibited behaviors, describing methods of violations, and stating the consequences of committing an act of academic dishonesty. In addition, these policies also include the dissemination in writing to faculty, staff and students. The study also found that students are not required to affirm their commitment to the honor code/code of conduct. On the other hand, only 39.3% of the response rate indicated that faculty/staff are required to affirm commitment to the honor code/code of conduct when hired.

As a result of this research question, it was reasonable to conclude that the percentage of these universities that have policies to address academic dishonesty and promote academic integrity was not significant enough. The findings for this research question were also supported by one of the participants who stated, “None of us do things that you suggest in your survey. Some of what you mention would improve the situation” (Comment by a participant, May 15, 2011).

*Research Question 2:* To what extent and how often is the information about the current institutional policies on academic dishonesty communicated with faculty and students in universities in Jordan?

**Conclusion 2.** The study found that communication efforts to inform students and faculty/staff regarding academic integrity and academic dishonesty were not sufficient. A total of 58.3% of the participants indicated that there were no efforts to promote academic integrity in their campus press. The most common form of communication with faculty/staff, and students regarding academic dishonesty policies and procedures is in the student handbook, faculty/staff handbook, or course syllabi.

As a result of this research question, it was reasonable to conclude that communication efforts to inform faculty/staff and students about anticipations regarding academic integrity and academic dishonesty are not sufficiently promoted in the Jordanian universities. The findings for this research question were also supported by one of the participants who stated, “I think that the current situation does not promote academic integrity” (Comment by a participant, May 15, 2011).

**Conclusion 3.** Another noteworthy finding of this study was the availability of data concerning academic dishonesty cases. The responses received from deans and associated deans indicated, with a response rate of 70%, that their institutions did not have available data on academic dishonesty. The researcher believes that the availability and accuracy of the data is essential in addressing the issues of academic dishonesty.

*Research Question 3:* To what extent do universities in Jordan offer training on academic dishonesty policies to their faculty?

**Conclusion 4.** The data received from deans and associate deans indicated that training in promoting academic integrity and handling academic dishonesty were not offered sufficiently. A total of 55.6% of respondents indicated that seminars, programs and discussion groups on academic integrity were not offered to students, student

organizations and/or through classes. In addition, the participants (at a rate of 63.9%) also indicated that their institutions do not have an educational program on academic integrity.

As evident in the response to this research question, training on promoting academic integrity and handling cases of academic dishonesty is noticeably insufficient in Jordanian universities. The findings for this research question were also supported by one of the participants, who stated, “No efforts to provide training and awareness” (Comment by a participant, May 7, 2011).

*Research Question 4:* To what extent does such training affect the number of incidents of academic dishonesty in universities in Jordan?

**Conclusion 5.** The data received indicated that the mean number of cases of academic dishonesty of the universities that offered educational programs and training were statistically significantly different from universities that did not offer educational programs and training. This finding was noted with its level of significant, with a  $p$  value of .04 where  $p$  was significant at the .05 level. As a result of this research question, it was reasonable to conclude that the more training universities offer, the fewer cases of academic dishonesty occur.

### **Future Research and Recommendations**

As research elucidated, promoting integrity and addressing academic dishonesty is essential to create ethical institutions (Bowers, 1964; Callahan, 1982; Carter, 2008; Hamel & Prahalad, 2005; Kibler, 1992; McCabe, 2001). This study found that most Jordanian universities did have honor code/code of conduct and seemed that these universities are on the right track in promoting integrity and addressing academic dishonesty.

Research in the area of understanding the current practices employed by public and private four-year universities in Jordan in promoting academic integrity and addressing academic dishonesty was limited. The following recommendations were suggested as a result of the outcome of this study.

**Recommendation 1.** This study included four-year public and private universities in Jordan. This study should be replicated with the inclusion of community colleges in Jordan since the number of students attending these colleges is increasing. Adding these colleges will increase the pool of participants and thus increase the response rate. This may help to understand whether the responses and outcomes were isolated to four-year private and public universities in Jordan or all institutions of higher education in Jordan.

**Recommendation 2.** This study should also be replicated to include Jordan's neighboring countries. This will help to identify whether the results of these neighboring countries are similar to this study or if these results are unique to Jordan. If differences are to be found, then, perhaps, incorporating some of their practices in Jordan may assist in reducing academic dishonesty and increasing methods of promoting academic integrity and vice versa.

**Recommendation 3.** The study also should be replicated to identify whether or not culture has an effect of the results of this study. The reason why culture might have an effect is because a lot of neighboring countries send their children to seek higher education in Jordan. According to Anbusi (1999), because of its prime location, Jordan is considered one of the premier nations for neighboring countries to send their children to receive a higher education. This is due to the fact that, according to Al-Tall (2000),

Jordan has private and public institutions as well as community colleges, and it produces a skilled worked force.

**Recommendation 4.** Increase efforts to improve communication regarding academic dishonesty issues.

More deliberate use of campus public information or media services should be utilized to create an open forum to discuss and promote academic integrity. It is important that the topic of academic integrity is discussed at all levels of the college community. The use of educational programs designed to help battle the issue of academic dishonesty should be expanded and efforts should be publicized and supported.

**Recommendation 5.** Continuous training should be provided to faculty/staff and students on matters concerning academic dishonesty issues. This continuing training will keep faculty/staff updated of any changes concerning the practices of certain academic dishonesty issues and will remind the students of their commitment to the honor code/code of conduct as well as faculty/staff.

**Recommendation 6.** A future mixed methodological approach may help to reveal more data and enable the researcher to better understand the policies concerning academic dishonesty in Jordanian universities. This will help to identify the best practices among these universities and, perhaps, generalize them.

**Recommendation 7.** Each university should establish a customized office for promoting academic integrity and addressing academic dishonesty. Establishing such an office will assist in keeping accurate records on cases of academic dishonesty. This data, therefore, can be easily reachable and analyzed. In doing so, practices concerning academic dishonesty can be wisely addressed.

## **Concluding Statement**

This research furthered our understanding of the current practices employed in four-year public and private universities in Jordan concerning promoting academic integrity and addressing academic dishonesty. The conclusions from this research showed that most universities in Jordan do have policies that promote academic integrity and address academic dishonesty. However, these universities need to make more efforts to implement such policies by enforcing the honor code/code of conduct. This can be done with more communication including all parties: administrators, faculty/staff and students; continuous revising of their policies and ongoing training on issues concerning academic integrity and academic dishonesty. Bush (2000) appropriately summarized:

Training and assessment remain areas where only a minority of institutions have made an effort. Training on academic integrity is offered in a diversity of venues to a wide audience. While the breadth of the audience is laudable (e.g. faculty, teaching assistants, staff, students, athletic coaches), the effort fails to properly educate existing and future faculty for addressing the prevention of and response to academic dishonesty in that it is offered as a tangible part of professional development activities. (p. 95)



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## Appendix A

APPLICATION FOR INSTITUTIONAL REVIEW BOARD APPROVAL FORM  
University of the Incarnate Word

(PLEASE TYPE INFORMATION)

1. Title of Study: **An Investigation of Academic Integrity in Jordanian Universities.**
2. Principal Investigator (type name, telephone number, e-mail address and mailing address):  
**Ala' Alahmad, 210-362-0088, alahmad@student.uiwtx.edu**
3. Co-Investigator; Faculty Supervisor; Thesis or Dissertation Chair: **Dr. Noah Kasraie.**
4. Division/Discipline: **Organizational Leadership.**
5. Research Category: a. ☒ Exempt b. ☐ Expedited Review c. ☐ Full Board Review
6. Purpose of Study: The purpose of this study is to describe current practices employed by public and private four-year universities in Jordan in promoting academic integrity and addressing academic dishonesty.
7. Number of Subjects: **242** Controls: **\_\_\_\_\_**
8. Does this research involve any of the following:
 

	YES	NO		YES	NO
Inmates of penal institutions	_____	<input checked="" type="checkbox"/>	Fetus in utero	_____	<input checked="" type="checkbox"/>
Institutionalized mentally retarded	_____	<input checked="" type="checkbox"/>	Viable fetus	_____	<input checked="" type="checkbox"/>
Institutionalized mentally disabled	_____	<input checked="" type="checkbox"/>	Nonviable fetus	_____	<input checked="" type="checkbox"/>
Committed patients	_____	<input checked="" type="checkbox"/>	Dead fetus	_____	<input checked="" type="checkbox"/>
Mentally retarded outpatient	_____	<input checked="" type="checkbox"/>	In vitro fertilization	_____	<input checked="" type="checkbox"/>
Mentally disabled outpatient	_____	<input checked="" type="checkbox"/>	Minors (under 18)	_____	<input checked="" type="checkbox"/>
Pregnant women	_____	<input checked="" type="checkbox"/>			

For each "Yes", state what precautions you will use to obtain informed consent.
9. Duration of study: **Six Months**
10. How is information obtained? (Include instruments used):  
**By utilizing "Survey Monkey."**
11. Confidentiality – Are data recorded anonymously? ( ☒ Yes ☐ No)
12. If #11 is answered "No", how will the study subjects' confidentiality be maintained?
13. Benefit of research: This study will make a significant contribution to faculty's knowledge in Jordan, and in the Middle East in general, about the issue of academic dishonesty in several ways. Researchers, instructors, and administrators need more tools to be aware of the processes that are involved in cases of academic misconduct (Kibler, 1993). By describing and understanding academic integrity, one can better address policies that deal with academic dishonesty.
14. Possible risk to subjects: **No Harm at all since the questions are not sensitive and the participants are all adults (deans and associate deans in different colleges in universities in Jordan). In addition, participation is voluntarily.**

*com. letter pre-approv  
Survey on SM  
consent statement  
bly submit*

\*\*\*IF CHANGE IN RESEARCH OCCURS THE BOARD MUST BE NOTIFIED BEFORE RESEARCH IS  
CONTINUED\*\*\*

Principal Investigator signature

Date

4.6.11

Responsible Faculty signature  
(Required if student is Principal Investigator)

Date

4-5-11

IRB Approval signature

Date

4/7/11

Application # 11-04-002

**Appendix B**  
**LETTER TO POTENTIAL SUBJECTS FOR A STUDY OF**  
**An Investigation of Academic Integrity in Jordanian Universities**  
**University of the Incarnate Word**

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Dear Prospective Participant:

I am Ala Alahmad, a doctoral student at the University of the Incarnate Word working toward a doctorate degree in education with a concentration in organizational leadership. You are being asked to take part in research study of academic integrity in Jordanian Universities. I am currently working on my dissertation. The purpose of my dissertation is to describe current practices employed by public and private four-year universities in Jordan in promoting academic integrity and addressing academic dishonesty.

The population of my study consists of all academic deans and associate deans serving in public and private universities in Jordan. You are being asked to take part in this study because you are an academic dean or associate dean in your university. If you decided to take part, you can click on the link below and complete a short questionnaire that will take approximately ten minutes. Participating in this study will not cause any discomfort and no foreseeable risks. The last page of the web-based survey will ask you whether or not you wish to receive an executive summary of the findings. Please check the appropriate box if you wish to receive the findings when the study is completed. We do not guarantee that you will benefit from taking part in this study.

Everything we learn from you in the study will be confidential and cannot be identified with you. If we publish the results of the study, you will not be identified in any way. Your decision to take part in the study is voluntary. You are free to choose not to take part in the study or to stop taking part at any time. If you choose not to take part or stop at any time, it will not affect your future status at your institution. If you have questions now, feel free to ask us. If you have additional questions later or you wish to report a problem that may be related to this study, contact Dr. Noah Kasraie at (210) 829-3133 or send an email to [Kasraie@uiwtx.edu](mailto:Kasraie@uiwtx.edu).

The University of the Incarnate Word committee that reviews research on human subjects, the Institutional Review Board, will answer any questions about your rights as a research subject (210-829-2759 - Dean of Graduate Studies and Research). Completion and return of the questionnaire indicates your consent to participate in this research. The study has been reviewed and approved by the University of the Incarnate Word Institutional Review Board.  
IRB Number: 11-04-002.

Thank you for your contribution and support.

Sincerely,

Ala AlAhmad, PhD Candidate, University of the Incarnate Word, San Antonio, TX,  
USA.

## Appendix C

### Kibler's Framework in Addressing Student Academic Dishonesty

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#### BACKGROUND

- A. Type of institution:
- ☐ Public
  - ☐ Private/Independent
- B. Based on the best record available, indicate the number of recorded cases of academic dishonesty for the two previous academic years. (A case is defined as each person that was found to have engaged in a violation of academic dishonesty standards of your institution, i.e. if a single incident at your institution involved three students committing a violation, it counts as three cases).

2009-10 Numbers of Cases

2008-09 Numbers of Cases

If data is not available check here

- ☐ Data Not Available

#### Code of Conduct for Academic Dishonesty

1. Does your institution have an honor code/code of conduct for academic dishonesty?
  - ☐ YES
  - ☐ NO
2. Does your honor code/conduct specify prohibited behaviors?
  - ☐ YES
  - ☐ NO
3. Does your honor code/code of conduct define prohibited behaviors?
  - ☐ YES
  - ☐ NO
4. Does your honor code/code of conduct state the consequences for engaging in prohibited behaviors?
  - ☐ YES
  - ☐ NO
5. Does your honor code/code of conduct describe a method(s) for reporting violations?
  - ☐ YES
  - ☐ NO

6. Does your honor code/code of conduct obligate students to report others observed committing violations?

- ☐ YES
- ☐ NO

7. Is your honor code/code of conduct disseminated in writing to all students?

- ☐ YES
- ☐ NO

8. Is your honor code/code of conduct disseminated in writing to all faculty/staff?

- ☐ YES
- ☐ NO

9. Are students required to affirm their commitment to the honor code/ code of conduct in writing?

- ☐ YES
- ☐ NO

If YES, when? Check all that apply:

- ☐ Admission
- ☐ Beginning of courses
- ☐ Exams
- ☐ Other assignments
- ☐ Other (please specify)

10. Are your faculty members required to affirm their commitment to the honor code/code of conduct in writing?

- ☐ YES
- ☐ NO

If yes, when- check all that apply:

- ☐ When hired
- ☐ Contract renewal
- ☐ Beginning or conclusions of courses
- ☐ Other (please specify)

**COMMUNICATION**

11. Is academic dishonesty/integrity discussed at any of the following?

Check all that apply:

- ☐ New student orientation
- ☐ Beginning of each course
- ☐ New faculty/staff training/orientation
- ☐ Graduate teaching assistant training/orientation
- ☐ Faculty/staff in service training
- ☐ Other (please specify)

12. Is a statement on academic dishonesty/integrity printed in any of the following?

Check all that apply:

- ☐ Faculty/staff job application materials
- ☐ Faculty/staff handbook
- ☐ Catalog
- ☐ Admissions application materials
- ☐ Student handbook
- ☐ Schedule of classes
- ☐ Course syllabus in every course
- ☐ Exam booklets
- ☐ On the cover page or in the heading of printed exams
- ☐ Other (please specify)

13. Is the following information included in written information about academic dishonesty/integrity that is disseminated to students?

Check all that apply:

- ☐ Definition of academic dishonesty
- ☐ That academic dishonesty is prohibited
- ☐ Why academic dishonesty is prohibited
- ☐ Forms or types of academic dishonesty that are prohibited
- ☐ Expectations or responsibilities of students
- ☐ Expectations or responsibilities of faculty
- ☐ How to report a violation
- ☐ Other (please specify)

14. Is correspondence on academic dishonesty sent to any of the following? Check all that apply:
- ☐ Faculty
  - ☐ Staff
  - ☐ Teaching Assistants
  - ☐ Students
  - ☐ Student Leaders
  - ☐ Others (please specify)
15. What types of information does this correspondence contain? Check all that apply:
- ☐ Efforts to reduce academic dishonesty
  - ☐ Data on academic dishonesty
  - ☐ Suggested improvements in policy/practice
  - ☐ Other (please specify)
16. Are announcements about efforts to promote academic integrity included in the campus press or other media sources?
- ☐ YES
  - ☐ NO
17. Are case results (without identifying information) included in campus press?
- ☐ YES
  - ☐ NO

## TRAINING

18. Is training specifically in the area of academic dishonesty/integrity provided to any of the following? Check all that apply:
- ☐ Anyone who teaches
  - ☐ Faculty members
  - ☐ New faculty members only
  - ☐ Graduate teaching assistants
  - ☐ New graduate teaching assistants only
  - ☐ Those with adjunct appointments
  - ☐ Those with part-time or temporary appointments
  - ☐ Other (please specify)



19. Does the training include any of the following? Check all that apply:

- ☐ Definitions of academic dishonesty
- ☐ Prevention strategies
- ☐ Strategies for handling violations (disciplinary process)
- ☐ Sanctions
- ☐ Classroom atmosphere that promote academic integrity
- ☐ Other (please specify)

20. Does the code of conduct contain the following elements? Check all that apply:

- ☐ What academic dishonesty is unacceptable
- ☐ Why academic dishonesty is unacceptable
- ☐ Definitions of the various forms of academic dishonesty
- ☐ Procedures for handling academic dishonesty

21. Does the code of conduct identify who has the authority to implement sanctions?

- ☐ YES
- ☐ NO

22. Is there one office on campus responsible for coordinating efforts to promote academic integrity?

- ☐ YES
- ☐ NO

If YES, Indicate which office on campus perform those functions

23. Are seminars/programs/discussion groups on academic integrity offered to students, student organizations and/or through classes?

- ☐ YES
- ☐ NO

24. Does your institution offer an educational program (class or seminar) on academic integrity?

- ☐ YES
- ☐ NO

Short Answer Questions (the last three questions of the survey):

25. In your opinion, indicate to what extent the current ethos on your campus now promote academic integrity?

26. Please specify the process that your school/college implements to deal with incidents of academic dishonesty?

27. In your opinion, what other activities or initiatives can improve academic integrity in Universities in Jordan?

I understand that by submitting this survey that I have agreed to participate in this survey.

If you would like a copy of the results of this study, the following is my contact information:

Ala' Alahmad, Doctoral Candidate

University of the Incarnate Word

Phone: (210) XXX-XXXX, email: [alahmad@student.uiwtx.edu](mailto:alahmad@student.uiwtx.edu)

## Appendix D

### Introductory Invitation Email to Deans and Associate Deans

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Dear Dean and/or Associate Dean,

You are invited as a key person to participate in a dissertation study. This study is being conducted by Ala Alahmad, a doctoral candidate at the University of the Incarnate Word, USA. The purpose of this dissertation research is to describe current practices employed by public and private four-year universities in Jordan in promoting academic integrity. This study will make a significant contribution to faculty's knowledge in Jordan, and in the Middle East in general in promoting academic integrity in the higher education level. I would appreciate the opportunity to receive some information and insight from your perspective by completing a short survey. Your willingness to participate and valued feedback would be of great significance to this study.

To begin, please click the survey URL below:

Here is a link to the survey:

[http://www.surveymonkey.com/s.aspx?sm=Ecy6k4BfoC\\_2fx6BUHRRN89f7O3GIVxCwZRFmcLMDxYsM\\_3d](http://www.surveymonkey.com/s.aspx?sm=Ecy6k4BfoC_2fx6BUHRRN89f7O3GIVxCwZRFmcLMDxYsM_3d)

This link is uniquely tied to this survey and your email address. Please do not forward this message.

If you have any questions, please feel free to contact me at the information listed below.

Thank you for your participation.

Ala Alahmad, PhD Candidate, University of the Incarnate Word, San Antonio, TX, USA  
Phone: (210) XX-XXXX, Email: [alahmad@student.uiwtx.edu](mailto:alahmad@student.uiwtx.edu)

## Appendix E

### Second Invitation Email to Deans and Associate Deans

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Dear Dean and/or Associate Dean,

My name is Ala' Alahmad, a doctoral candidate at the University of the Incarnate Word, USA. A week ago you were asked to answer a short survey to help me complete my dissertation study. The purpose of my dissertation research is to describe current practices employed by public and private four-year universities in Jordan in promoting academic integrity. I would really appreciate if you take ten minutes of your valuable time and answer the short survey. This study will make a significant contribution to faculty's knowledge in Jordan, and in the Middle East in general, in promoting academic integrity in the higher education level.

Your willingness to participate and valued feedback would be of great significance to this study.

To begin, please click the survey URL below:

[http://www.surveymonkey.com/s.aspx?sm=Ecy6k4BfoC\\_2fx6BUHRRN89f7O3GIVxCwZRFmcLMDxYsM\\_3d](http://www.surveymonkey.com/s.aspx?sm=Ecy6k4BfoC_2fx6BUHRRN89f7O3GIVxCwZRFmcLMDxYsM_3d)

This link is uniquely tied to this survey and your email address. Please do not forward this message.

If you have any questions, please feel free to contact me at the information listed below.

Thank you for your participation.

Ala Alahmad, PhD Candidate, University of the Incarnate Word, San Antonio, TX, USA  
Phone: (210) XX-XXXX, Email: [alahmad@student.uiwtx.edu](mailto:alahmad@student.uiwtx.edu)

## Appendix F

### Final Invitation Email to Deans and Associate Deans

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Dear Dean and/or Associate Dean (Faculty),

My name is Ala' Alahmad, a doctoral candidate at the University of the Incarnate Word, USA. A while ago I requested your assistance in completing a short survey to help me complete my dissertation study. The purpose of my dissertation research is to describe current practices employed by public and private four-year universities in Jordan in promoting academic integrity. I would really appreciate if you take ten minutes of your valuable time and answer the short survey. This study will make a significant contribution to faculty's knowledge in Jordan, and in the Middle East in general, in promoting academic integrity in the higher education level. Your willingness to participate and valued feedback would be of great significance to this study.

Here is a link to the survey:

[http://www.surveymonkey.com/s.aspx?sm=Ecy6k4BfoC\\_2fx6BUHRRN89f7O3GIVxCwZRFmcLMDxYsM\\_3d](http://www.surveymonkey.com/s.aspx?sm=Ecy6k4BfoC_2fx6BUHRRN89f7O3GIVxCwZRFmcLMDxYsM_3d)

This link is uniquely tied to this survey and your email address. Please do not forward this message.

If you have any questions, please feel free to contact me at the information listed below.

Thank you for your participation.

Ala Alahmad, PhD Candidate, University of the Incarnate Word, San Antonio, TX, USA  
Phone: (210) XX-XXXX, Email: [alahmad@student.uiwtx.edu](mailto:alahmad@student.uiwtx.edu)