

CHALLENGES OF ACADEMIC DISHONESTY IN UNVERSITIES.

(A CASE STUDY OF KAMPALA INTERNATIONAL UNIVERSITY)

BY

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DECLARATION

This Report is my original work and has not been presented for a degree in any other University or for any other award.

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APPROVAL

This research report has been submitted to the College of Education Open Distance and e learning for examination with my approval as Supervisor.

Signature.....

Date.....*25 September 2018*

Supervisor DR ONGODIA SIMON PETER

DEDICATION

I dedicate this work to my parents Mr. Amiisi Creamson and Rujumba Joan, my siblings kwezi Boris and Baguma brook plus Asmart and Rosella not forgetting my loving and caring friends Sumaya and Ovia

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I thank the Almighty God for seeing me through this work, and my supervisor who corrected me where I went wrong Dr. Ongodia Simon Peter.

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CHAPTER ONE

1.0 INTRODUCTION

In this chapter the study covers the background of the study, statement of the problem of the study, main objectives and specific objectives of the study, significance of the study and scope of the study

1.1 Background of the study

In today's goal driven society, academic dishonest has become more prevalent among university students. These students first look for ways to cheat in secondary school and continue unethical practices in universities. Some universities have implemented an honor code to hold students responsible for academic honesty. Researchers have investigated factors associated with university students and cheating that include personal and situational characteristics of this group of individuals, the influence of technological advances, and even influences from realms outside of academia. Many professionals in higher education argue that teaching students to behave in honest ways and to develop core values that will influence lifelong decisions must become priorities.

Cheating in universities has been increasing in the last decade. It is a problem because of its frequency and because students are sacrificing their education for what they think are indicators of success. "Success" is often measured by whether a student has a passing grade on a written assignment, exam, or quiz, or passes a course that leads to graduation rather than the ability to complete an assignment, exam, or a course with integrity. Academic dishonesty can be defined as practice of students giving or receiving unauthorized assistance in academic assignments, or receiving credit for work which is not their own. More simply, academic dishonesty consists of acts of cheating and plagiarism. In general, cheating is described as any of a variety of unethical behaviors. Most students begin their cheating practices even before stepping foot on a university campus. McCurtry (2001) looked at a survey conducted in 1998 and found that 80 percent of the 3,123 students in Who's Who Among American High School Students admitted to cheating on an exam. Half of these students did not believe that cheating was wrong, and 95 percent of these students who cheated had never been caught (Olt, 2002). Because of these cheating rates, one researcher believes that students are going to college with less knowledge and fewer skills (Gismondi, 2006).

Cheating in the classroom has been reported on large and small, public and private universities, with and without university honor codes. A study conducted in the early 90s by

Davis, Grover, Becker, and McGregor indicated that between 40 and 60 percent of the students in the study reported that they had cheated on at least one exam during their college experience. In 1992, one researcher surveyed 15,000 students studying engineering, business, science, and humanities in 31 of the top universities and found that 87 percent of the business students had cheated in the classroom (Caruana, Ramaseshan, & Ewing, 2000). Why do students feel the need to cheat? Americans live on the theory that time is money, and money is power.

In today's goal driven society, students are looking to accomplish things faster and in any possible way to gain results. It is becoming more competitive to get a job. The pressure and stress necessary to compete and succeed in a employment environment are what lead the majority of dishonest students to resort to cheating. Some students feel the need to cheat due to the pressure from parents or peers to be successful, while others feel the need because they have failed to study for an exam, because the class or professor is difficult, or because they fear they will fail the assignment, exam, or class. Further, similar to post graduate admission, students feel the need to achieve because postgraduate programs and professional schools require good grades for admission. Researchers have investigated situational characteristics that have caused students to cheat. Situational factors include the size of the institution, size of the classroom, seat location in the class, difficulty of the assignment, exam or class, and the professor's teaching method (Haines & Diekhoff, 1986).

Barnett and Dalton examined the various reasons that caused students to cheat. They identified six factors that have a significant influence on their unethical behavior: (a) stress and the pressure to obtain good grades; (b) the environment; (c) intelligence levels; (d) personality; (e) lack of an understood definition of cheating; and (f) moral judgment and will (Barnett and Dalton, 1981). Understanding students' reasoning behind cheating will help researchers try to develop solutions to Academic Dishonesty

Cheating on examinations in academic institutions is a worldwide issue (Berhan and Desalegn, 2014). Adolescents are at a time in their lives where peer influence and peer pressure are high (Rettinger and Kramer, 2009). Student habits and views on cheating are developed in high school (McCabe, Butterfield, and Trevino, 2012). In the advent of the twenty first century generation, one of the most disturbing and alarming problems in education is underpinned by students' ways of cheating. Cheating occurs when a student

obtains or attempts to obtain some advantage or extra marks by any dishonest or deceptive means. This can include lying; copying from another's test or examination; interacting with other students during assessments and taking any unauthorized material into an examination venue (Jordan, 2001, McCabe et al., 2001, Northumbria University, 2013). Thus, cheating is considered as one of the forms of academic misconduct that has become one of the biggest concerns of educational institutions (Wilkinson, 2009). Problems concerning cheating became evident not only among undergraduate university students, but also among secondary learners in recent times. "Cheating or academic dishonesty is not a new phenomenon" (Taradi et al., 2012, p. 14), but a long-familiar problem not only in many African countries but in the Ugandans in particular. This is a kind of misconduct in such a way that it undermines students' capability to master lessons and achieve excellence in their performance and learning competencies as embedded in the curriculum guide provided by the Department of Education. Academic dishonesty can be defined as the students' use of illegal activities, techniques and forms of fraud during their examination or evaluation processes, usually for the purpose of achieving better grades (Manar and Shameem, 2014).

In Uganda educational system, its participants, learners in particular, are required to faithfully follow the mandate of excellence, mastery and integrity of learning knowledge and skills, which are intended for the exploration of their infinite potentials which lie dormant if untouched with the graces of academic instructions. In this sense, this purpose is nowadays almost and always frustrated by misconducts or undisciplined performances among the learners of this 21st century era. Technological advancements have made cheating easier and more prolific (McGregor & Stuebs, 2012). "The process of how students cheat has been the topic of extensive research" (Baker, et al., 2008, p. 28). This paper supplements the established findings on academic dishonesty by delineating the innovative techniques that students use to respond to perceived difficulty and frustrations encountered within the context of university learners in Kampala international university in Uganda.

1.2 Statement of the Problem

Education is the key to solve multi-dimensional problems of a society through knowledge. Thus, many countries of the world engaged in ensuring the access of education to their citizens. However, quality of Education has been drawing the attention of scholars across the world these days. Academic achievement is often used as an indicator of schools quality because it is easily measurable using standardized tests, while other outcomes may be more

complex and less tangible (SIDA, 2000). This means, quality of education can be determined by proper assessment of academic achievement measurements such as tests/ exams and assignments.

Scholars of education underscore the students' assessment strategies as a core part in insuring quality. In reality, student assessment should be regarded as a complex, multidimensional activity that requires alignment, balance and rigor in order to assure quality outcomes (Joughin, & Macdonald, 2004). To ensure rigorous assessment, academic cheating must be minimized. If there are unethical practices, like cheating in the process of administering such kind of tools, the quality of education will be questioned as well.

Academic cheating can occur at either the institutional or individual level. In institutional cheating, a

Higher education institution might attempt to inflate scores, perhaps to ensure that its students do well. This might happen on transnational programs where the awarding body is an external service provider. In such a case, it is in the interest of the local service provider to inflate scores so as to maintain market share. However, the negative impact on quality will be significant if the awarding body or the accrediting body does not have a rigorous quality assurance system to limit such practices.

Academic dishonesty, which compromises the quality of education, is becoming the concern of most of the academic institutions in Uganda. The researchers experience indicates that Kampala international University also shares the concern as a number of instructors and students are complaining about the growing practice of cheating and plagiarism on exams and written works. Therefore, it is ideal to investigate the challenges of academic dishonesty in universities before these acts impede the overall quality of education.

1.3 Objectives of the Study

The objectives of the study consists of both general objective and specific objective

1.3.1 General Objective

- The main objective of the study was to assess the challenges and practices of various academic dishonesties in Kampala international University.

1.3.2 Specific objectives

The study ~~will~~ attempt^{ed} to:

- i) To assess the impacts of academic dishonesty on students.

- ii) Assess the perception of teachers and learners towards the practice of various academic dishonesties in the university
- iii) Identify the most frequently occurring unethical academic dishonesty behaviors in the university.
- iv) To suggest possible university based strategies to curb the problems.

1.4 Research Questions

- i) What are the challenges of academic dishonesty?
- ii) How do teachers and learners perceive the practice of various academic dishonesties in the university?
- iii) What are the most frequently occurring unethical academic dishonesty in the university?
- iv) What are strategies to curb the challenge in the context of the university?

1.5 Scope of the study

The scope of the study describe the theoretical scope, time scope and geographical scope

1.5.1 Theoretical scope

The study was limited to the challenges of academic dishonesty in universities, using Kampala international university as the focus point. Kampala international university as an important location as its one of the leading private university in Uganda.

1.5.2 Time scope

The study was be conducted from April to August 2018.

1.5.3 Geographical scope

The study was conducted from Kampala International University located at KansangaGgaba Road in Uganda Capital city Kampala

1.6 Significance of study

This research work was carried out to examine critically the challenges of academic dishonesty in Kampala international university. Information gathered from this work was pertinent and went a long way in unveiling the challenges of academic dishonesty in universities. The importance of this study was to know challenges of academic dishonesty in universities as well as making measures to curb the challenge in the educational system in line with the national policy on education.

1.7 Conclusion

In this chapter the study discussed the background of the study, statement of the problem, study objectives, specific objectives, significance of the study and scope of the study.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.0 Introduction

This chapter reviews the concept of the study and the literature related to the study under the themes of the concept of academic dishonesty, types of academic dishonesty. A theoretical and conceptual framework was used to operationalize the variables

2.1 The concept of Academic Dishonesty/ Plagiarism

Academic institutions are places where citizens are prepared for a diverse need of life and societal issues. We value academic integrity very highly and do not permit any forms of dishonesty or deception that unfairly, improperly or illegally enhance a grade on an individual assignment or a course grade. We are aware, however, that new forms of cheating, plagiarism and other forms of dishonesty may arise and therefore, we expect every student to interpret the requirement of academic honesty and integrity broadly and in good faith.

Plagiarism occurs when a person represents someone else's words, ideas, phrases, sentences, or data as one's own work (Higbee & Thomas, 2002). When submitting work that includes someone else's words, ideas, syntax, data or organizational patterns, the source of that information must be acknowledged through complete, accurate and specific references. All word for word statements must be acknowledged through quotation marks, unless, academic dishonesty comes as a practice in the academic environment.

2.2 Types of Academic Dishonesty

In the academic environment, academic dishonesty can be explained in different ways. In most cases, in Uganda, the practices are being manifested in the form of cheating exams and plagiarism (papers and assignments).

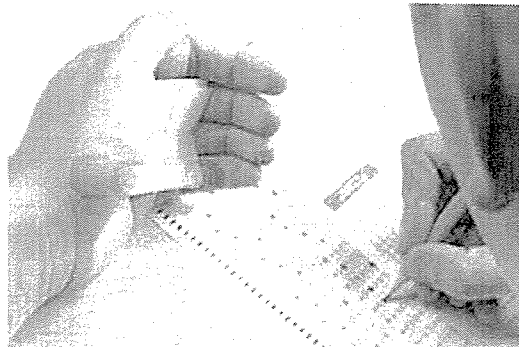
Academic dishonesty may be categorized as exam cheating and plagiarism based on the nature of the Acts. In cheating exams, Etteret. (2006) state that we can have a list of activities including copying from others, having or using notes, formulas or other information in a programmable calculator or other electronic device without explicit teacher review and permission, having or using a communication device such as a cell phone, pager, or electronic translator to send or obtain unauthorized information, taking an exam for another student, or permitting someone else to take a test for someone else and asking another to give you improper assistance, including offering money or other benefits and etc.

Secondly, under plagiarism, practices like, giving or getting improper assistance on an assignment meant to be individual work, including in any assignment turned in for credit any materials not based on your own research and writing; this includes: using the services of a commercial term paper company, using the services of another student and copying part or all of another person's paper and submitting it as your own for an assignment (Mitchell, 2008; Brimble & Stevenson, 2005).). In addition, acting as a provider of paper(s) for a student or students, submitting substantial portions of the same academic work for credit in more than one course without consulting both teachers (self-plagiarism), failing to properly acknowledge paraphrased materials via textual attribution, footnotes, endnotes and/or a bibliography and citing nonexistent sources (articles, books, etc.) are seriously considered as acts of plagiarism.

In the Ugandan context, though there are differences in the widespread of the acts, both forms of dishonesties are observed in the academic institutions. However, experiences revealed that the former one is prevalent in all academic levels. The later one, plagiarism, is very common in higher education: universities and colleges.



Technology based exam cheating



Traditional Exam Cheating

In the study of Kwong et al. (2010), he found that students participate in academic misconduct because of their workloads and time pressures, their desire to achieve good grades, and unclear instructions from teachers about what constitutes academic misconduct. Moreover, societal and technological factors that may contribute to increased tendency towards cheating include: lack of awareness, peer culture, lack of punishment, absence of risk and pressure to achieve (Ma, et al. 2006). Classrooms that stresses high grades and test scores may lead the learners to cheat. Situational factors also contribute to the students' tendency to cheat. For instance, some students find their work challenging or boring, fear

failure, lack training and may be pressured by insufficient time to study and heavy workloads (Razera et al., 2010).

In modern times, cheating involves the possession, communication or use of information, materials, notes, study aids or other devices not authorized by the instructor in an academic exercise, or communication with another person during such an exercise. It was noted that the reason to cheat were: Not preparing for the exam, lack of time to study, carelessness and lack of punishment from instructors. The most common methods of cheating were found to be copying from other test studies and talking to neighbors during the exam, besides using certain gestures to get answers from others (Ahmadi, 2012). Many students cheat just to receive a passing grade and impress their parents and lecturers. Academic dishonesty is caused by many reasons; parental pressure, lecturers pressure and poor time management. Lecturer's pressure will generate the need for students to cheat academically. Academic cheating is a growing concern among adolescents in universities worldwide (Sarita, 2015).

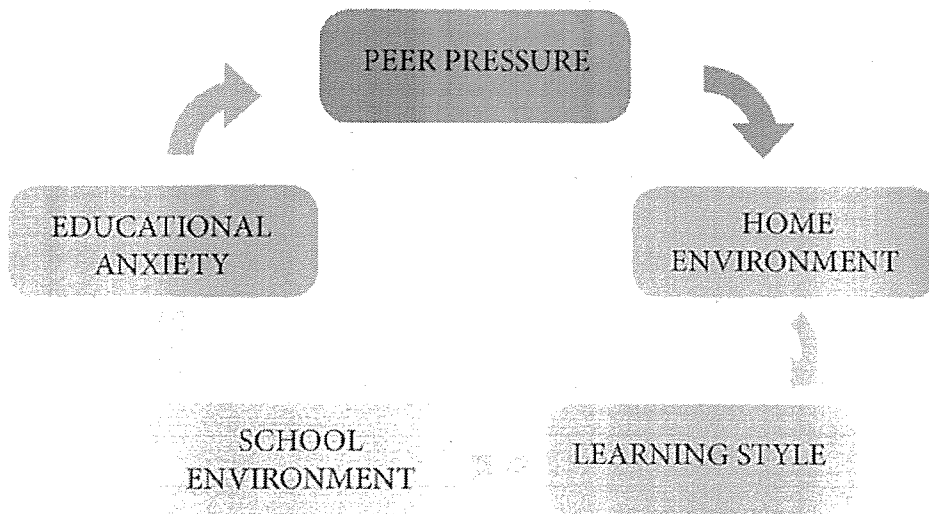
One notable character and uniqueness of this study is that available literatures can be commonly found in research conducted on post graduate but not extensive in undergraduate education. According to the Center for Academic Integrity (Fields, 2003), 75% of students in higher education admit to cheating behaviors. However, only over 20% of 1,369 undergraduates studied reported that they had committed an act of academic dishonesty while in college (Stearns, 2001).

2.3 Theoretical Framework

“Social learning theory focuses on the learning that occurs within a social context. It considers that people learn from one another, including such concepts such as observational learning, imitation and modelling” (Corpuz & Lucas, 2011, p. 82). Inherent with this theory are the principles such as observing the behavior of others and outcome of those behaviors, learning occurs without a change in behavior, and cognition plays a role in learning. In the midst of this compelling issue copying other learners’ answers, the Department of Education through its teachers, is making better alternatives and remediation for students failing marks. Then, copying-in-the-making issue somehow reverberates in the halls of students’ unconscious behaviors with and without teacher in front of them. “Cheating is rampant in professional schools, a major shift has occurred in cheating related attitudes including peer behavior and ethical environments, and a deeply embedded honors code can play a key role in creating an ethical environment” (McCabe et al., 2012, p. 67).

2.3 Conceptual framework.

The reasons for academic dishonesty are influenced by peer pressure.



2.4 Discussion of conceptual framework

Figure 1: Factors that enhance academic dishonesty (Sarita, 2015). As can be seen in the Figure 1,

2.4.1 Peer pressure

Peer pressure is the prime mover of cheating. If peers in their peer group are choosing academic dishonesty, then they are more likely to do the same (McCabe, 1999 as cited by Sarita, 2015). Adolescents are influenced by what their peers do and they form their peer groups around similar interests. Peer influence is at its highest at this point in their lives.

2.4.2 Secondly, home environment,

Which refers to the conditions where people live, is another factor in cheating. The old saying “The most important work you do takes place within the walls of your home”. It is noticeable that children learn many things at home not only in academics but also in values like honesty in particular. Academic dishonesty is more likely to occur with parental pressure to get good grades (Taylor, et al. 2002).

2.4.3 The third factor is learners’ learning styles.

Some students are naturalistic while others are visual and auditory. Learning styles like cognitive, affective and physiological behaviour serve as relatively stable indicators of how learners perceive, interact with and respond to the learning environment.

2.4.4 Fourth, there is a school environment

Where academic cheating takes place. There are many reasons why an adolescent may choose academic dishonesty over academic integrity. Adolescents compete against each other for class rank (Sarita, 2015).

Class rank helps them edge their way into competitive job markets. Politics in a school may also play an important factor for who get caught and disciplined accordingly when they engage in academic dishonesty (Riera and Di Prisco, 2002 as cited by Sarita, 2015). Lecturers have some influence on how to set up their classrooms, as well as goals set and attained throughout the academic school year. Lecturers can have mastery goal structure or performance goal structure in their classroom. Mastery goals focus on learning and improvement, whereas performance goals are based on grades and what one can do to be at the top.

2.4.5 Educational anxiety

Sarita (2015) claimed that Educational anxiety is the combination of anxiety and academic anxiety. Students have many anxieties related to education as pressure by parents and schools to achieve top scores has created stress levels among students. The students know cheating is wrong but they feel like the most important thing they do is get grades. In fact, much of the research on academic cheating has been centered on elucidating possible psychological reasons why students engage in cheating behavior. This research paper by Sarita (2015) contributed to researcher's understanding of the social milieu and development of this current study about challenges of academic dishonesty, for it manifested the prime factors why learners' cheat particularly peer group which influence the flow of academic dishonesty.

2.5 Conclusion

This chapter reviewed the concept of the study and the literature related to the study on the topic discussed under the various study objectives. A theoretical and conceptual framework was used to operationalize the variables

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

The chapter describes the research design as well as the methods that was used to sample the colleges, students and lecturers or instructors in bringing out the sample size. The chapter further looked at methods of data collection, research instruments and methods of data analysis.

3.1 Research Design

The main objective of the study was to assess the challenges and practice of academic dishonesty in Kampala international University. The research design is basically a survey which employs both qualitative and quantitative approach to analyses data.

3.2 Subjects and Sampling Techniques

The subjects of the study are Kampala international university students and instructors from any college that will be selected randomly from all the colleges in the university. 60 students were selected randomly: 20 from college of education and distance e learning, 15 from school of engineering and applied sciences, 15 from Business and Economics and 10 from Social Sciences and Humanities Colleges. The students' level was sorted by year. It was ranging from first year, second year to third year. The instructors were also selected from the same colleges and institutes. Accordingly, 20 instructors of which 8 from college of education and open distance e learning, 4 from school of engineering and applied sciences, 4 from Business and Economics and 4 from Social Sciences and Humanities were selected. Finally, four program coordinators were also selected through random sampling technique for an interview.

3.3 Research Instruments

The data was collected by employing two instruments, namely questionnaire and interview. The main objective of the questionnaire was to collect data from the students and instructors about their perception regarding the challenges and practices of academic dishonesty (cheating) in the university. Some items were common for both subjects so as to verify the data across. The interview was designed to assess the major challenges of cheating, lecturers' reaction and further suggestions to curb the challenge. The question was adapted from standard measurement which was used to survey such kinds of practices. These helped the researcher to ensure the reliability of the tool. Before conducting the main study, a pilot was

conducted on 10 students and 5 instructors and some items of the questionnaire was edited and paraphrased so as to ensure clarity to the respondents.

3.4 Procedures of Collecting Data

Since the study was a survey, first the questionnaires were administered to the instructors and the students simultaneously so that the data can be gathered at the same time. Then, the interview was conducted to the instructors. The instructors who were interviewed filled the questionnaire. These helped not only to get additional data but also to avoid possible redundancy which might occur due to similarity of respondents.

3.5 Methods of data Analysis

The questionnaire which was employed to gather data from the both lecturers and students was different, but the method of analysis was the same. These means, the data from both sources is analyzed through quantitative approach which employs frequency and percentage tabulation. Moreover, bar graphs were used to compare the response from the learners and the teachers. On the other hand, interview data is purely qualitative and it is analyzed textually by setting themes.

3.6 Ethical Considerations

Permission to carry out the study was got after presentation of study proposal to the supervisor at Kampala international University. The nature and purpose of the study was explained to the supervisor by the researcher. The researcher was treated all the information given by the supervisor with a lot of confidentiality to safeguard the supervisor's personal integrity in regard to University's ethical considerations.

3.7 Conclusion of chapter three

The study in this chapter described the research design as well as the methods that were used to sample the colleges, students and lecturers or instructors in bringing out the sample size. The chapter further looked at methods of data collection, research instruments and methods of data analysis.

CHAPTER FOUR: DISCUSSION OF THE FINDINGS

4.0 Introduction

In these chapter the study outlines the themes under validation of the instrument, analysis of the questioner responses internal factors that may influence cheating, External-factors causing academic dishonest and Cheating-Behavior Experienced

4.1. Validation of the instrument

From the validation it was found, that the questioner had sufficient-enough-information, which would answer all-the-research-questions. The instrument was found adequate; the length of the entire-instrument established was suitable and the material was logically-organized. The general-recommendation made is that, the instrument was acceptable with few-minor-editing.

Questionnaire-data were coded, entered into SPSS and checked for errors. Data were analyzed list-wise in SPSS, so that missing-values were ignored. Cronbach (1951) states, that “one validates, not a test, but an interpretation of data, arising from a specified-procedure”. Cronbach's-alpha-test of internal-consistency was performed and demonstrated high inter-item-consistency (Cronbach's $\alpha = 0.971 > 0.9$).

4.2. Analysis of the questioner- responses.

Total of 100 questioners were administered, out of which, 95 were submitted-back, giving a response-rate of 95 %.

4.2.1. Analysis of Demographic Characteristics

Demographic-characteristics of the respondents are as follows: 60% of the respondents were male, 16% females, while 24% provided no response. The majority, 46%, of the subject-students were in the (18-21 years old)- age bracket, followed by 36% of those between 22 and 25 years old, and 5% in the age-bracket of (25-28 years old), while 13% of the respondents provided no reply regarding their-age. Majority of the students, 42%, were regular (sponsored by the Government) students, 30% were privately-sponsored, while 28% provided no reply.

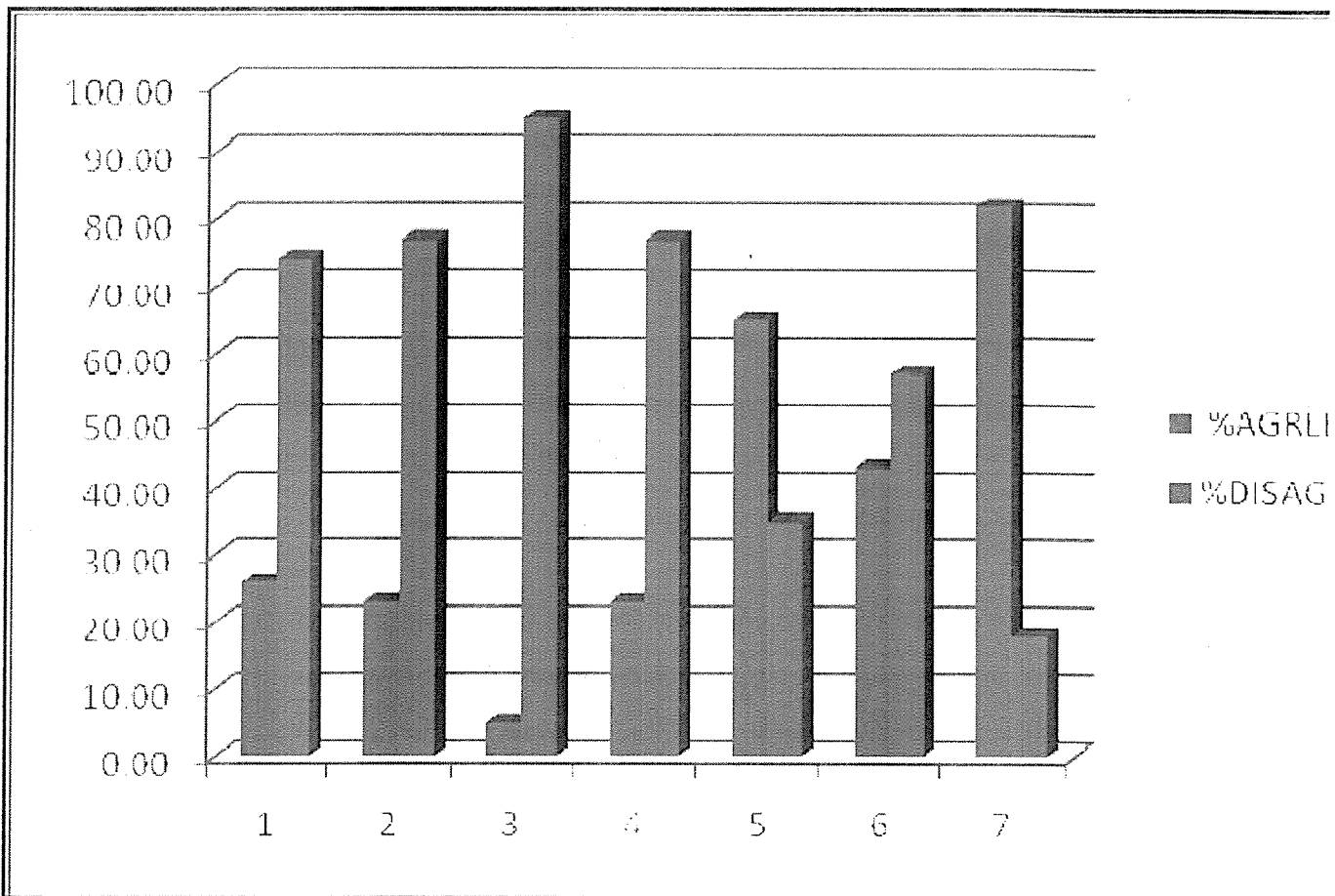
4.2.2 Analysis of Research-questions.

Due to the relatively-large-number of questions, for the ease of reference and avoidance of repetitions and perplexity, the results, in this-section, are followed directly by their-analysis. The questionnaire was evaluated question by question. Questions (main part, without sub-sections) appear exactly the way, they are stated in the original-questionnaire, however for ease of the analysis, and the questions were further-grouped into 3 groups: (1) internal and (2) external-factors influencing students to cheat, and (3) the cheating-behavior experienced by the students.

4.2.2.1 Internal-factors that may influence cheating

Students were asked to provide their-honest-opinion on the following-questions/situations by ticking either “Agree” or “Disagree”.

Figure 2 shows their-responses on the 7 internal-factors that may influence cheating, followed by the explanations on the same.



Q1. I am interested in cheating, provided the examination is difficult: In this-question, 26% of the students agreed that they would consider cheating, if they encountered a difficult-exam, while 74% disagreed with the fact that difficult-exams may cause students to cheat.

Q2. Cheating is good since most people who cheat often pass their examinations without repeating or even being punished: 23% of students agreed, that others, who often cheat in tests and exams, might do considerably better, than others who are honest, while 77% of the students disagreed with this-statement and this may attributed to that-assumption, that they are honest in their-work, or believe in hard-work.

Q3. No matter how much you read, if you do not cheat, you will fail: Only 5% of the student-sample agreed to the statement, that cheating helps a student get better-grades, the rest 95% disagreed, showing that good-grades are possible, or, even, that students are oriented towards mastering-skills, rather than just having good-grades, without any-skills in an education-system, that is more performance-oriented than mastery-oriented.

From the analysis of this-question, it is important to emphasize Mastery-goals over Performance goals.

Many-students today feel a tremendous-pressure to succeed, academically. Getting high-grades and test-scores (so called “performance-goals”) have become more-important, than learning and understanding the subject matter (so called “mastery-goals”). Previous-research shows, that students, who are more performance-oriented, than mastery-oriented, cheat more-often (Newstead, 1996). For communicating to the students that learning and mastery of the material are more important than high-test-scores and grades, the following-strategies can be applied: (1) *engage*: Create learning-experiences that tap into students’ interest and make them learn what is useful or important to them. Students work harder (and cheat less) when their-perceptions of ‘task-value’ are high. (2) *Challenge*: Provide students with optimal-challenges (too-easy is boring; too-difficult leads to anxiety) and scaffold learning-experiences (i.e., provide relevant-examples of completed-work, encouragement). Students are more motivated to learn and persist longer at a task, when it is reasonable-challenge and they are supported in their-efforts. (3) *Empower*: Give students some-voice in the learning-process and the products they create (i.e., select product/project outcomes via classroom-decisions). (4) *Recognize*: Emphasize and acknowledge students’ effort to learn and understand. Make it clear, that what is most important is they are learning and developing competence. (5) *Individualize*: Provide private-individual-evaluation of progress and avoid practices that invite social-comparisons of performance-differences. Make it clear, that,

students' primary-goal should be self-improvement (that they are getting more knowledgeable and skilled) and not how they are doing compared to others.

Q4. I cheat in examinations because I lack the necessary confidence in myself: Here, only 23% of the students agreed to the fact they might cheat due lack of confidence, however, it should be noted that this-fact does not mean that, they lack personal-integrity or that they are lazy. The remaining 77%, however, disagreed. Although students, who commit examination-malpractices, may blame this on their-lack of self-confidence and low self-esteem, they should realize these are merely excuses; and their-behavior will not be justified and pardoned on this-basis.

Q5. Cheating is very common in the SOE: In this-question majority of the student-sample, 65%, agreed that cheating is actually a common-phenomenon in the school, while only 35% disagreed with this fact. Considering that students, who are forwarded to the Disciplinary Committee of Senate, due exam irregularities, have their-names put on the notice-boards in the school almost-every- semester, this fact may lead to the large number of students agreeing that cheating is common. The occurrences of cheating may require the school to implement academic-integrity-principals at all-levels, come up with an academic Honor Code, and increase 'lecturers to students ration', during exam-invigilation.

Q6. Only those who cheat have high-grades in examinations: A considerable-number of respondents, 43%, agreed that many-students might get good-grades, without putting in the hard-work. The other 57% disagreed, showing that there are students with good-grades, that work-hard and diligently.

The following can be done, by the lecturers and administrators at SOE, to reduce in class testcheating, for example: Offer multiple-grading-opportunities versus only two-tests per semester; Space seating and monitor: Space students, if possible, and actively move about the room during-exams, with all desk and floor area clear of student-resources; Create Multiple Forms: Do not re-use the same exam-paper every-year and/or randomize order of questions and answers; and Ban digital-technologies: Do not allow students to use mobile-phones, etc. during tests and exams.

Q7. Cheating is not necessary if a candidate has adequately prepared before the exam: Majority of respondents, 82%, agreed that with adequate-preparation there is no need to cheat in exams. The remaining 18% disagreed, and, therefore, it might be safe to assume, that some-students still see cheating as the additional-step to better their-grades. With all the academic-sanctions imposed by the university, in case of exam-failure, such as doing

supplementary-exam; repeating the failed-subject next-academic year; repeating the entire-year; external repeats, where the student is not allowed to proceed, but should repeat only the failed-courses; and expulsion from the university, students may resort to cheating, to avoid any of these.

3.2.2.2 Justification of the Cheating Behavior (external-factors).

Q8. *I cheat because my colleagues cheat in examinations:* Only 23% agreed, the remaining 77% of respondents disagreed. Since cheating is wide-spread in the school, students who cheat are likely to develop attitudes and habits that can interfere with their-learning and this, may, ultimately, lead to practicing-engineers, who are insufficiently-prepared. Furthermore, acts of academic-dishonesty undermine the assessment of student-learning and interfere with the efforts of faculty to properly diagnose and address shortcomings in learning.

Q9. *I will cheat in examinations if my parents support the idea:* Only 18% agreed, the remaining 82% of respondents disagreed. Although all-parents want their-children to do well in school, they may not support the idea of cheating to get good-grades, however, this will largely-depend on religious-beliefs, culture and even social-status.

Q10. *Cheating is good in competitive examinations because passing will please both parents and friends:* Only 28% agreed. The remaining 72% of respondents disagreed.

Q11. *Most parents encourage their children to cheat in examinations:* Only 5% agreed, the remaining 95% of respondents disagreed. Although only a small-number of respondents agreed, the school might reduce cheating considerably, through involving parents. Suggestions how to get parents involved: a) Provide tips for parents on how to encourage academic-integrity in their-children, b) Require parents to sign the Acknowledgment (on the same) to be returned to the Head of Department, and c) Encourage parents to discuss integrity-issues at home.

Q12. *Cheating is recommended for difficult examinations:* Only 22% agreed, the remaining 68% of respondents disagreed. With adequate-preparation, cheating is not necessary; students can do this through proper-time management.

With a heavy Engineering-course-load, one of the most-essential-skills for engineering-students is Time-Management. In SOE, students are, usually taking-up seven courses per-semester, including attending lectures, laboratory-sessions and tutorials, completing homework-assignments, and also doing research-projects, within limited-time. Some-students tend to procrastinate at university. According to (Lisa, 2009), they tend to do so, mainly because of task-aversion. Studying, generally, is the very-last-thing that a student

would think to do. Having all-kinds of entertainment and distractions, such as Internet, video-games, social-networks, and amusement-media, would really not make students get into study. Prioritization is one of the most-important components of managing time. Students of Kampala international university' need to learn to prioritize duties and tasks to get everything-important done; they also should setting right-ordered and right-sized goals, recognizing and acquiring needed-skills, self-knowing and self-directing, and also have some fun (to stay in balance), as studies have shown, that students get higher-grades, when they are in a good-mood, and can get lower when they are stressed or upset. Finally, according to (Kelly, 2004), students should take notes during class and ask the lecturer about anything they do not understand, and immediately, which will save them a lot of time during-learning on their-own.

After a reflective-understanding of the problems that students face, regarding time-management, following are some simple and practical-recommendations for both, students and lecturers (Faisal, 2014):

For students: Do your-assignments as soon as you get them, and divide them into small-portions; Keep important-notes, books and papers, in places, where they can be easily-found; Consult a lecturer or a more experienced-friend about the significant-things to study; Put all personal-devices, such as mobile-phones and tablets, away, while studying; Fight procrastination by making a deal with yourself, that you will study for 10 or 15 minutes, only. After these few-minutes, you will find yourself 'engaged' and you will, probably, continue studying.

For lecturers: You can help by creating a semester-plan and sharing it with the students in the beginning of the semester, so that students can plan ahead; You can give advice in class on the vital-topic of time-management, as it is directly affects the performance of your students; and most-importantly, you can be the example: be punctual, well-prepared, have an organized-office, grade tests as soon as they are over; and never procrastinate.

Q13. If I do not cheat, those who cheat in the same examination will have an advantage over me: Only 58% agreed, the remaining 42% of respondents disagreed. Behavioral-psychologists believe that behaviors, whether desirable or undesirable, are mostly learnt. Behaviors, that bring satisfaction, tend to be repeated, whereas those that bring dissatisfaction tend to be discontinued. Therefore, when some-students work-hard and fail in examinations, may be due to unfavorable-environmental-conditions, they may not want to go through that process again, because it is not rewarding.

Having seen how their fellow-students performed better via cheating during-examinations, they also learn the undesirable-behavior and thus, get involved in examination-misconduct.

Q14. Cheating is the only way out if a lot of work done over a long period of time is to be examined once in a short time: Only 29% agreed, the remaining 71% of respondents disagreed. Another-explanation for why students cheat is the existence of situations in which students might consider it acceptable to cheat or situations in which students might rationalize their-behavior and behave differently, than their-responses indicate. According to research, neutralizations are used by students to justify their improper-actions, because of influences beyond their-control. Common-neutralizations include ‘the course-information seems irrelevant’; ‘the lecturer does not care if I learn the material’ and ‘the material is too-hard to understand’. Since these-influences are beyond their-control and are improper from the students’ perspective, they provide an excuse for cheating.

Q15. I can take examinations for another person: Only 25% agreed, the remaining 75% of respondents disagreed. Although this is not common at SOE (as it is a relatively-small school), students may choose to impersonate others (particularly for the common-courses done by all the students from 5 departments of SOE) in order to help-them-out or have somebody with better-knowledge of a particular-subject, sit for exams, on their behalf, to avoid failing, despite the fact, that if caught they may be disqualified.

Q16. If the question paper is availed to me before the examination, I will definitely pass: Only 68% agreed, the remaining 32% of respondents disagreed. Because students want to pass exams by all-possible-means they may opt to buy exams despite the consequences this poses. Previously, cases of buying examinations have been reported and students found guilty of this-offense and subsequently, have been suspended by the university Senate.

Q17. It is good to arrange to sit next to someone in order to copy from his /her paper: Only 32% agreed, the remaining 68% of respondents disagreed. Psychologically, it is believed that everybody has as strong need to succeed and will do well, if they have positive-concept and are exposed to the right-environmental-condition, such as curriculum, facilities and methods necessary for a maximum development of that-potential. However, if such unique-conditions are lacking for an individual, then failure sets in, even if such-individual have the right self-concept. In order to be branded a ‘successful’ students resort to cheating.

Q18. Some lecturers encourage cheating in examinations: 5 % agreed. While convincing faculty to enforce institutional-policies for academic-dishonesty deserves considerable-effort, the greatest-reduction in cheating may come from faculty, who promote and nurture the

highest-levels of integrity, both, from the students and themselves, in their classrooms. Studies have found that students frequently place the blame for cheating on faculty, citing poor instructional-quality, irrelevant-course-material, and faculty-apathy about cheating. Therefore, it is logical to assume, that increasing instructional-quality, relevance in course-design, and faculty concern for the learning-process may reduce levels of cheating. An additional-benefit of this-approach is that graduates will have a strong-ethical-foundation, rather than well-stocked toolboxes of techniques for covering-up cheating.

Q19. It is in fact difficult to eradicate cheating in examinations in the SOE: 60% of respondents agreed, while 40 % disagreed. While exam-malpractices cannot be eradicated, completely, measures such as use of mobile-detectors, signal-jammers, and metal-detectors can be used to reduce the use of mobile-phones during exams. Use of Honor Codes, already-mentioned before, could be also helpful in promoting academic-integrity. Encouraging students to sign an Honor Code pledge, committing signers to uphold the honor of their-school, the fairness of exams and their personal-integrity (by not giving or receiving assistance on exams, plagiarizing the work of others or otherwise acting dishonorably or dishonestly).

Q20. I may not feel guilty to cheat if the lecturer does not teach properly: 71% of students agreed with this fact, while 29% disagreed. Although students may shift the blame of cheating to some their-teachers, the faculty should even more-consistently emphasize academic-integrity at all-levels. Figure 3 shows students responses on external-factors causing cheating.

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Figure 3 shows students responses on external-factors causing academic dishonesty.

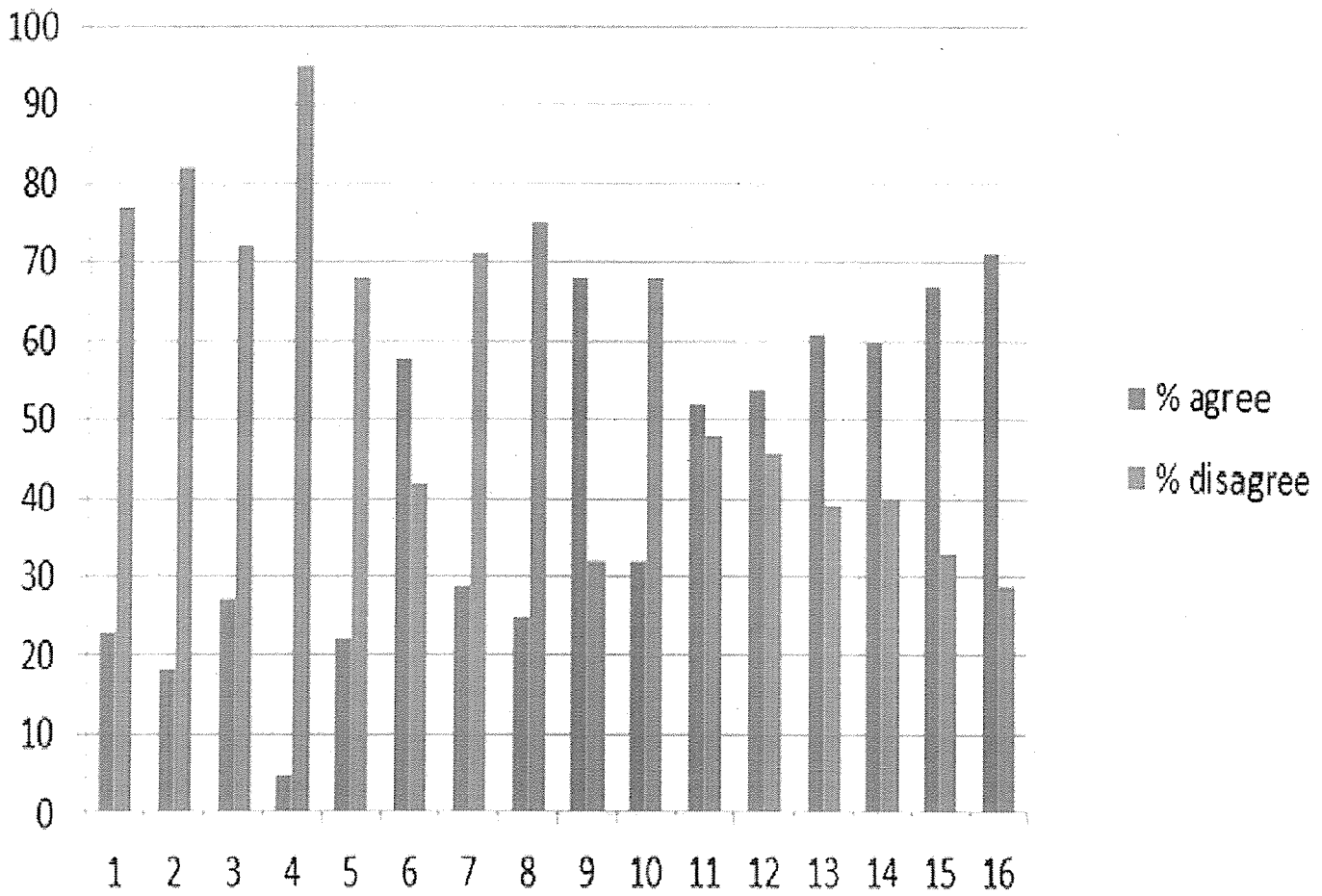


Figure 3: External-factors causing academic dishonesty

Keys:

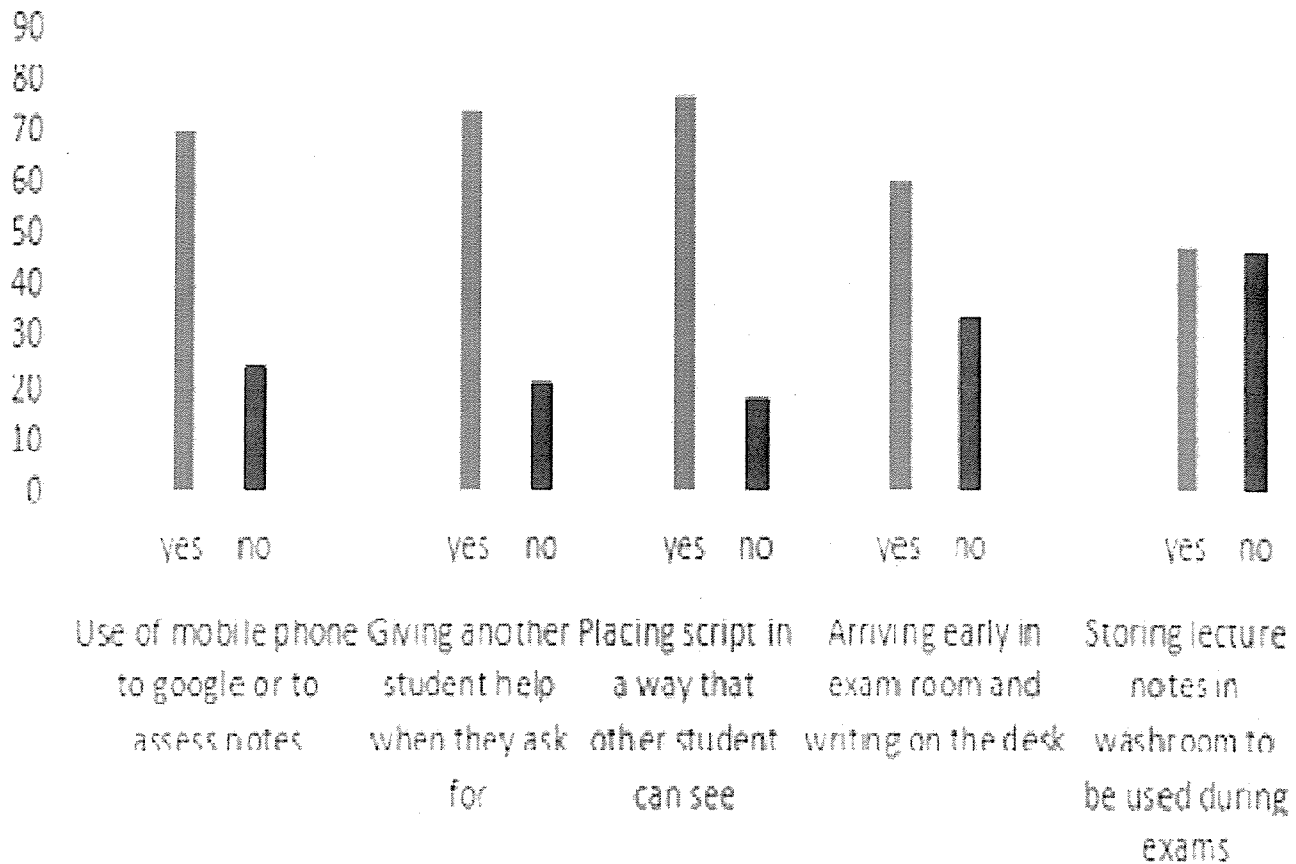
1- I may not feel guilty to cheat if the lecturer does not teach properly; 2 - I cheat because my colleagues cheat in examinations; 3 - I will cheat in examinations if my parents support the idea; 4 - Cheating is good in competitive examinations because passing will please both parents and friends; 5 - Most parents encourage their children to cheat in examinations; 6 - Cheating is recommended for difficult examinations; 7- If I do not cheat, those who cheat in the same examination will have an advantage over me; 8- Cheating is the only way out if a lot of work done over a long period of time is to be examined once in a short time; 9 - I can take examinations for another person; 10- If the question paper is availed to me before the examination, I will definitely pass; 11- It is good to arrange to sit next to someone in order to copy from his /her paper; 12- If I am offered to buy the examination I will be interested; 13- Some lecturers encourage cheating in examinations; 14- A few lecturers help their students to pass examinations; 15- It is in fact difficult to eradicate

cheating in examinations in Kampala international university; and 16- Students should never write examinations without the presence of supervisors or invigilators

4.2.2.3 Cheating-Behavior Experienced

Finally, the students were asked to identify the cheating-behaviors that they have experienced at Kampala international university (practiced, observed or heard about). The responses are as follows: Use of mobile-phone to Google or to assess notes-70%; Giving another-student help, when they ask for-75%; Placing script in a way, that other student can see-77%; Arriving early in exam-room and writing on the desk-61%; Storing lecture-notes in washroom to be used during exams- 48%. Figure 4 shows the summarized-graph of response-allocations. According to the Pareto-principle, this helps in identifying the vital-few out of the trivial-many. This is commonly referred to as the 80 – 20 principle; 80% of the problems are created by 20% of the causes ('the vital few and useful-many') to signal, that the remaining 80% of the causes should not be completely ignored. Hence the noted-behaviors, if restrained, will give a significant-result in drastically-reducing or, even, eradicating the cheating-behavior in Kampala international university.

Students Perception



4.3 Conclusion of chapter four

The study in this chapter discussed validation of the instrument, analysis of the questioner responses internal factors that may influence cheating, External-factors causing academic dishonest and Cheating-Behavior Experienced

CHAPTER FIVE

CONCLUSION, DISCUSSIONS AND RECOMMENDATIONS

5.0 Introduction

The purpose of this research was to evaluate the challenges of academic dishonesty in universities (a case study of Kampala international university the target respondents for the selected colleges comprised of students from second year to fourth year. This chapter deals with conclusion, discussions of the findings, and recommendations of the research.

5.1 Conclusion

The major-results of this-study revealed that 65% of respondents declared that cheating is actually a common and widespread-phenomenon in Kampala international; university; 60% of students affirmed, that it is, in fact, difficult to eradicate cheating in examinations in Kampala international university; and 70% of students acknowledged that they use mobile-phone to Google or to assess notes during examinations. The overall-results of the study also pointed up that cheating, indeed, is an actual-problem, consisting of complex-intertwine of factors, of massive-concern at Kampala international university. Students in their desperate-efforts to obtain high-grades, by any possible-means, find themselves in a cruel-competition, opting, often, to corrupt-behaviors, such as cheating. The academic-malpractice is, undeniably, not only a moral-issue, but it is also both a psychological and socio-economic problem. Its presence can smash-up the standard of any given-academic-institution and even lead to segregation of the liable-institutions. The study, accordingly, recommend for a cohesive-system of approaches to reduce, and, eventually, to eliminate cheating from Kampala international university, and, probably, other academic-institutions.

Whilst there is subjective-evidence that the student-population selected was largely-representative of the studying on those-programs, the results from this purposive-sample should not be assumed to be generalize-able to the wider engineering-student-population. Thus, this-sample is one of convenience and is not necessarily representative of engineering-students on any-single campus.

5.2. Discussion of the study-findings

The summing-up of the study-findings is outlined below, to give a closer and digest-look at students' perception on cheating at Kampala international university

Internal-factors that may influence cheating: 82% of the students agreed that with adequate- preparation there is no need to cheat in exams; 65% of respondents agreed that cheating is actually a common-phenomenon in Kampala international university; 43% of respondents agreed, that one can get good-grades without putting in the hard-work; 26% stated that they could opt to cheating, if examination is difficult; 23% of students agreed, that: (1) Cheating is good, since most-people who cheat often pass their-examinations without repeating or even being punished, and (2) that they cheat in examinations because of lack the necessary self-confidence; and only 5% of students agreed, that no matter how-much you read, if you do not cheat, you will fail.

Justification of the Cheating Behavior (external-factors): 71% of students agreed, that they may not feel-guilty to cheat, if the lecturer does not teach-properly; 68% agreed that they will definitely pass, if the question-paper is availed to them before the examination; 60% of respondents agreed, that it is, in fact, difficult to eradicate cheating in examinations in Kampala international university; 58% agreed that, if they do not cheat, those who cheat in the same-examination, will have an advantage over them; 32% agreed, that it is good to arrange to sit next to someone in order to copy from his/her paper; 29% agreed that cheating is the only-way out, if a lot of work done over a long-period of time is to be examined once in a short-time; 25% agreed that they can take examinations for another-person; 23% of students agreed that they would opt to cheating, if colleagues cheat in examinations; 22% agreed that cheating is recommended for difficult-examinations; 18% confess that they will cheat if their parents support the idea; and 5% agreed that: (1) Some-lecturers encourage cheating in examinations, and (2) Most-parents encourage their-children to cheat in examinations.

Cheating-Behavior Experienced: Placing script in a way that other student can see-77%; Giving another student help, when they ask for-75%; Use of mobile-phone to Google or to assess notes-70%; Arriving early in exam-room and writing on the desk-61%; and Storing lecture-notes in washroom to be used during exams- 48%.

The core-findings of the study, therefore, are: 65% of respondents declared, that cheating is, actually, a common-phenomenon in Kampala international university; 60% of students

affirmed, that it is, in fact, difficult to eradicate cheating in examinations in Kampala international university; and 70% of students acknowledged, that they use mobile-phone to Google or to assess notes during-examinations.

5.3 Reflection on the consequences of the core-findings of the study on the educational-institutions

The overall-results of the study pointed-up, that cheating, indeed, is an actual-issue of massive-concern at Kampala international university. Students in their-desperate-efforts to obtain high-grades, by any possible-means, find themselves in a cruel competition, often, opting, to corrupt-behaviors, such as cheating. The academic-malpractice is, in fact, not only a moral-issue, but it is also both a psychosomatic and socio-economic problem. Its presence can smash-up the standard of any given-academic-institution and even lead to segregation of the liable-institutions.

Universities are established to meet specific-objectives. In the event, that these-objectives are not met, then they cannot justify colossal-public-expenditure on their-operations. Today, Ugandan Government is pursuing its Vision, 2030, which is the country's new development-blueprint, covering the period 2018 to 2030. It aims to transform Uganda into a newly-industrializing, "middle-income-country providing a high-quality of life to all its citizens by the year 2030" (Republic of Uganda, 2016). Education-sector, and universities, in particular, plays a critical-role in achieving Uganda Vision, 2030. This is because education and training, at university level, according to the Government, is expected to achieve the following: (a) Imparting hands-on skills and capacity, to perform multiple and specific-national and international-tasks, (b) Creation of dependable and sustainable workforce, in a form of human-resource-capital for national-growth and development, (c) Creation of entrepreneurial-capacity for empowering individuals to create self-employment and employment for others, (d) Offering opportunities for advancement of learning, beyond basic-education, with strong-leaning towards scholarship and research, (e) Creation of a strong-national research-base at various-sectors of economic and national-development, (f) Bridging the gap between theory and practice, in various disciplines of education and training, (g) Creation of a strong-sense of nationalistic and global-development, and (h) Inculcation of a culture of precision, moral-discipline and work-ethic, which are necessary in modern industrial and technological-world.

In Uganda, results of examination are the major-determinants of future-success, access to the job-market and selection into institutions of higher-learning. The universal *sine quo non*(the

necessary and sufficient) conditions for good-examinations, i.e., validity and reliability get violated, when irregularities are discovered. Given the very stiff-competition for job-places, it is imperative that objectivity and fairness be the overriding concerns in the allocation of these-places. Any practice, that threatens fairness and objectivity in examinations, must be detected and if possible, stamped-out (Nyamwange, 2013).

5.4 Motives behind cheating

The results of the study show (in the previous-sections) several-factors contributing to cheating.

According to the Beck & Ajzen (1991), there 3 categories of factors, which influencing students' cheating- behavior, that are situational factors, individual factors, and teacher factors. Cheating in the exam is done by the students, primarily, to get good-scores (Fass, 2004). The motives behind cheating-behavior, apparently, a complex-intertwine of factors, which is shown in Figure 5, illustrating the model of contextual influences affecting cheating, that can help to comprehend, further, and in a structural-way, why students do cheat.

First, there is a particularly-robust-relationship between a 'grading' motivational-orientation and cheating: students, who are motivated by grades, rather than a desire to understand the material, are far more likely to cheat. Second, students who feel alienated or dissatisfied with school-life are more likely to cheat. Finally, higher-levels of anxiety about academic-performance put students at risk for cheating. These three variables may all lead to cheating via a common-pathway. They all lead students to care less about the real goal of classes: mastery of knowledge and skills.

From a psychosomatic-perspective, and in addition to material or financial-considerations, another-set of important inputs to the decision of whether to be honest (or not) is based on internal-rewards. Psychologists show, that as part of socialization, people internalize the norms and values of their-society (Henrichet *al.* 2001), which serve as an internal-benchmark against which a person compares his/her-behavior. Compliance with the internal-values-system provides positive-rewards, whereas non-compliance leads to negative-rewards (i.e. punishments).

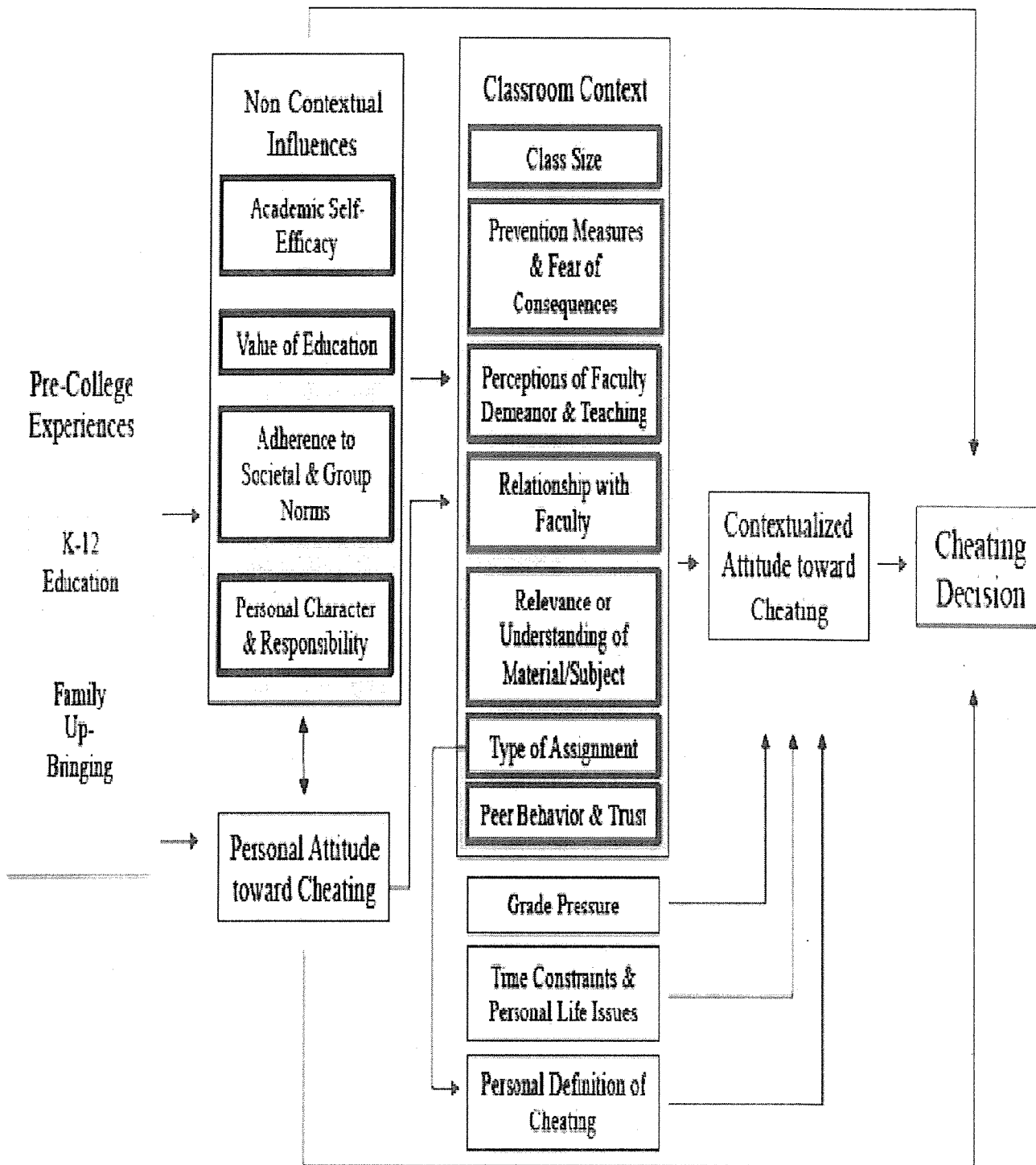


Figure 5: Contextual-influences affecting cheating (Lutovsky, 2010)

Peer-influence is another-factor that might influence students to cheat. At first, possibly, a person X does not intend to cheat, but because he/she saw his/her classmates or friends cheating in class, then they also participate in cheating, and the chain of events will continue, as the other (clean/yet innocent of cheating) students will see the X person cheating, and the vicious-cycle will continue, until nearly all of the class will be involved in academic-dishonesty. The indigenous-species, of remaining, innocent non-cheating students, will be ridiculed and laughed at...until the time might come, when all of the students will be joining the cheating-club. This could be a result of lack of strict-invigilation, which allows those, who cheat not to be noticed. This makes other-students feel that one can cheat and still go unpunished. This corroborates with previous research-studies, which revealed the existence of many-university-lecturers, who hesitate to take action against cheatingbehavior of students because of stress and discomfort that follows (Murray, 1996).

Other-factors are also influence the decision to cheat. Rooted in the philosophy of Thomas Hobbes, Adam Smith, and the Standard Economic model of rational and selfish-human-behavior (i.e., *homo economicus*) is the belief that people carry out dishonest-acts, consciously and deliberately, by trading-off the expected external-benefits and costs of the dishonest-act (Allingham&Sandmo, 1972). According to this-perspective, students would consider three aspects: the rewards, the probability of being caught, and the magnitude of punishment, if caught in the act of cheating. On the basis of these-inputs, people reach a decision, which maximizes their-interests (Hechter, 1990). Thus, according to this-perspective, people in general, and students, in particular, are honest or dishonest, only to the extent, that the planned trade-off favors a particular-action.

Based on the Connectionism theory, there are three-categories relevant to the subject-matter, that is law of readiness, law of exercise, and law of effect (Wikipedia: Connectionism theory).It means if the students are ready with the exercise, they are prepare for the exercise and doing a lot of exercise, consequently, they will reduce cheating-behavior in the evaluation.

5.5 Solutions to fight cheating

This-study found that 70% of students acknowledged that they use mobile-phone to Google or to assess notes during-examinations. According to Ataro (2016 c), the capability of today's mobile-phones gives a student numerous-ways to cheat in exams.

During exams-period, a student may constantly-communicate with people outside the exam-room via email and use Short Messaging Services (sms). Students and outsiders can exchange information (Questions and Answers) via email-attachments.

Through a mobile-phone camera, a student can snapshot questions and send as an-email or WhatsApp-attachment, to outsiders for help, and in the same-way student can receive answers. Moreover, as mobile-phone provides internet- connectivity, student can post questions online and receives responses instantly, and from many engines.

Furthermore, with the storage capacity that mobile--phone offers, students can pack lecture-notes, e-books and any other-unauthorized materials, relevant to the exam in question, on their mobile-phones, every so often, before the exam-period. Other applications installed in a mobile-phone could also be used by a student to commit cheating; such applications include dictionaries and scientific-calculators.

To reduce the illegal-use of mobile-phones during examinations, SOE has already developed several simple mobile-phone-detection and jamming devices. Interested-readers can refer to Starovoytova *et al.* (2016b); Ataro *et al.* (2016) and Sitati *et al.* (2016).

Support is also needed to assist lecturers in detecting cheating, fostering academic-integrity, among students, and addressing student-cheating, in general. Marcoux (2006) and Davis (1993) offer a number of recommendations. These include: (1) holding dialogues within and among various-departments, of the academic institution, so that lecturers obtain a clear-picture of what constitutes academic-cheating; (2) providing an arena for disseminating the updated-information about cheating (written and verbal) to both lecturers and students, such as electronic-means; (3) initial meeting with a class and handling cheating by promptly reporting the incidents; (4) discussing the incident with the alleged-cheater; (5) developing skills for addressing cheating behavior with students; (6) providing training and courses in academic integrity-issues; (7) discussing ethical issues with students, after cheating-incidents, to develop students' moral-judgment and hold them accountable for their-decisions and behavior; (8) making sure students know the criteria for evaluating their-performance; (9) developing a climate and group-norms, that support honesty; (10) learning to recognize signs of stress in students; and (11) ensuring equal-access to study-materials and making students feel that they can succeed without having to resort to dishonesty.

Other practical-recommendations made by Kisamoreet *al.* (2007), to minimize cheating in examinations are: (1) to provide large-examination rooms, (2) students should sign attendance- registers, whenever they attended lectures; and (3) attachment, to outsiders for help, and in the same-way student can receive answers. Moreover, as mobile-phone provides internet- connectivity, student can post questions online and receives responses instantly, and from many engines. Furthermore, with the storage capacity that mobile--phone offers, students can pack lecture-notes, e-books and any other-unauthorized materials, relevant to the exam in question, on their mobile-phones, every so often, before the exam-period. Other applications installed in a mobile-phone could also be used by a student to commit cheating; such applications include dictionaries and scientific-calculators.

To reduce the illegal-use of mobile-phones during examinations, Kampala international university has already developed several simple mobile-phone-detection and jamming devices. Interested-readers can refer to Starovoytovaet *al.* (2016b); Ataroet *al.* (2016) and Sitatiet *al.* (2016).

Support is also needed to assist lecturers in detecting cheating, fostering academic-integrity, among students, and addressing student-cheating, in general. Marcoux (2006) and Davis (1993) offer a number of recommendations. These include: (1) holding dialogues within and among various-departments, of the academic institution, so that lecturers obtain a clear-picture of what constitutes academic-cheating; (2) providing an arena for disseminating the updated-information about cheating (written and verbal) to both lecturers and students, such as electronic-means; (3) initial meeting with a class and handling cheating by promptly reporting the incidents; (4) discussing the incident with the alleged-cheater; (5) developing skills for addressing cheating behavior with students; (6) providing training and courses in academic integrity-issues; (7) discussing ethical issues with students, after cheating-incidents, to develop students' moral-judgment and hold them accountable for their-decisions and behavior; (8) making sure students know the criteria for evaluating their-performance; (9) developing a climate and group-norms, that support honesty; (10) learning to recognize signs of stress in students; and (11) ensuring equal-access to study-materials and making students feel that they can succeed without having to resort to dishonesty.

Other practical-recommendations made by Kisamoreet *al.* (2007), to minimize cheating in examinations are: (1) to provide large-examination rooms, (2) students should sign attendance- registers, whenever they attended lectures; and (3) that invigilators should be in the examination-rooms all the time, (4) searching students before start of examination, (5)

spacing students far apart in the examination- room, (6) severe punishment to those caught cheating, expelling those who cheat, and (7) students avoiding overdrinking.

The other potential-solution to minimize cheating - is lecturers' vigilance during the whole-period of the exam. If, for example, the atmosphere of strict-teacher-guides, the tendency of cheating is small, otherwise, if the atmosphere loose guide, the tendency of cheating becomes large (Baldwin, 1996).

Roth & McCabe (1995) also found a strong-correlation between student-values and cheating. An example of this is the apparent success of Honor Codes, based on the idea of shared-communities and individual responsibility at colleges and universities in reducing cheating (Diekhoff, 1996). Academic-dishonesty-policies can be effective if properly-designed, since, schools with well-designed and well-communicated Honor Codes, are known to have lower-rates of cheating (Roth & McCabe, 1995).

In fact, the implementation of strategies that promote academic-integrity may require a cultural-change (Leonard & LeBrasseur, 2008). Consequently, faculty, in cooperation with management, should play active-roles in fighting cheating, not only among students, but at all-levels.

5.6 Recommendations

Numerous-recommendations to fight cheating were given in the precious-sections; recommended-strategies are divided into prevention, detection, investigation, confrontation, and outcomes. In particular,

(1) University should develop and publish a comprehensive-statement on academic-dishonesty, or, so-called, Honor-Code.

(2) Kampala international university needs to create and fill an administrative-position, related specifically to addressing issues of academic-integrity.

(3) Academic-integrity should be stressed, with special-emphasis on the school-definition of unacceptable academic-behaviors.

(4) The provisions should be made to encourage students to report cheating-incidents, ensuring that the identity of the reporter is protected in the process (by providing, for example, a direct anonymous-phone-line of communication)

(5) Kampala international university should attend workshops on techniques to recognize and detect cheaters.

5.7 Recommendation for further research

The sample-size for this *unfunded*-study was relatively-small therefore for;

(1) future-studies should include more-subjects, in order to obtain extra-information pertaining to the cheating techniques, used among students in Uganda higher-education-institutions

(2) The study, should employ more-types of instrumentation, such as interviews, in order to gauge the various-techniques used by students

(3) The study was only based on the perceptions of students at one-university. They may not have provided their actual and honest-opinions in the narrative-responses. To obtain a better and clearer-picture, probably more in-depth national studies should be conducted at various-universities (public and private) in Uganda

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APPENDIX: RESEARCH INSTRUMENTS

AUTHORITY LETTER FOR THE STUDY OF CHALLENGES OF ACADEMIC DISHONESTY

KAMPALA INTERNATIONAL UNIVERSITY,
P.O BOX 20000,
KANSANGA, GGABA ROAD

THE HEAD OF ADMINISTRATION,
KAMPALA INTERNATIONAL UNIVERSITY,
P.O BOX 20000,
KAMPALA, UGANDA

Dear respondent,

RE: ASSISTANCE IN FILLING THE QUESTIONNAIRE

Am a student in college of education and open distance e learning I intend to conduct a research study on challenges of academic dishonesty in university.

I kindly seek your approval and authority to collect data from the respondent at Kampala international university. I intend to administer questionnaires to the students.

Yours faithfully,

Kakyo Brenda

QUESTIONNAIRES FOR CHALLENGES OF ACADEMIC DISHONESTY

INSTRUCTION

Please tick the response applicable to you in the tables below

.1. Participant; college.....

Year.....

Sex.....

Age.....

(A) The table 1: demonstrates the reasons that force students to participate in academic cheating. Among the causes which are confirmed by most of the students were indicated in bold numbers in the table. Accordingly,

Table 1 Causes of Cheating/ Academic dishonesty

No.	Behavior	YES	NO
A	More than half the class is cheating		
B	Test is too hard or there's too much work.		
C	Student is involved in many University activities.		
D	Teacher doesn't have different test for each study program.		
E	Could not have passed without cheating		
F	Student do not have enough time to read		
G	Course material is irrelevant /unimportant to the test or examination.		
H	Student involved in many outside activities.		
I	Teacher hasn't made policy clear.		
J	Pressure to get good grades.		
K	Needed extra points to raise grade average.		

(B)Table 2: the respondents' reaction to their experience of reporting the incidents is displayed

Table 2: The Nature of Reporting the Incidents

	Yes		No		Sometimes	
	F	%	F	%	F	%
Would you report an incident of cheating that you observed?						
Would the student at Kampala international university report such violations to the instructor/head?						
Would a student report a close friend?						

(C) In the above table, the rank of occurrence of specific plagiarism related behaviors which indicate the magnitude of the prevalence

Table 3. The Rank of the occurrences Specific Unethical Academic Behaviors

	Unethical academic behavior Ranking	Rank					
		1st-5th		5th-10th		11th-16th	
		F	%	F	%	F	%
1	Copying from someone else during a test						
2	Taking an exam for another person						
3	Submitting an assignment that was written by someone else						
4	Using technology to answer exam questions during the exam						
5	Using un-authorized material in an exam						
6	Reproducing an exam questions for the purpose of selling them						
7	Copying material from the net and submitted it as my own work						
8	Invented or falsified information for the bibliography of a paper						
9	Allowing another person to copy from them during an exam						
10	Copying material from a published source without giving credit						

11	Writing an assignment for a friend who submitted it as his work						
12	Collaborating on an assignment when asked for individual work						
13	Reproducing an exam questions and sharing them with friends						
14	Obtaining questions from a previous exam						
15	Inventing a family crisis in order to get an extension on an exam						
16	Not contributing to the group work in group assignment						

THANK YOU FOR YOUR COOPERATION

In case of any information regarding this research please contact;

RESEARCHER: **KAKYO BRENDA**

0785228127

RESEARCH SUPERVISOR: **DR. ONGODIA SIMON PETER**

0756090112