



RESEARCH PAPER

Academic Integrity among Students in Public Sector Universities: A Case Study

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ABSTRACT

The purpose of this study was to explore the means used by the students for cheating in online examination during COVID-19. The data were gathered from the teachers through interviews. The teachers shared their views about the online teaching learning process. The teachers pointed out that when the institutions were closed during Covid-19, online teaching learning policy create confusion among teachers. Most of the teachers did not know how to use the technology. The teachers believed that the policy of online teaching was not good. There were some loopholes through which the students made the miss conduct. The formative and summative assessment conducting method was not good. Some students also believed that there were some loopholes in the system through which the learning affected.

KEYWORDS Academic Misconduct, Cheating, Covid-19, Formative Assessment, Summative Assessment

Introduction

The academic misconduct of students becomes the permanent behavior of the students. This attitude of the students destroys the academic integrity. There is no believe on the transcript marks or on the result card that is fake or original. And there is no believe that the marks of the students define the capability. Such students are eligible for the job or next admission. Such students dry out in the job market. We have to find out the means of the students' academic misconduct and such misconduct could not be identified and the fault of the teachers could also be not identified.

Arnold, Martin, and Bigby, (2007) founded that the students of huge universities considered that they were more likely to get away with cheating than students from the small sized institutions. . (Arhin, 2009) founded that at every layer of an institution the development of increasing awareness of academic dishonesty must be embraced. We find out this literature review of the foreign universities. The misconduct of the students in Covid-19 during the online teaching learning process had not been identified by any university. Therefore, the current study intended to explore finding gaps leading B.Ed. Hons. Students for academic misconduct during covid-19. Audience the findings of the study will be beneficial for the educational policy makers.

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Academic honesty is a specific behavior that is part of the academia. Academic integrity is the expected students and teachers behavior and part and parcel of education at all levels. (Quraishi & Aziz, 2017) founded a significant high level of popularity of academic dishonesty at higher education level in Punjab. Parents pressurizing their children for maintaining good GPA leads to prevalence of academic dishonesty higher among male students then female students.

(Sarwar, Moin, & Jabeen, 2016) found that it is very complex task to find out means to avoid plagiarism but scholars try to avoid plagiarism check by using some tools like rephrasing used synonyms. They found that by using these tools we may reduce the academic dishonesty at M. Phil level at higher education institutions. (Moten, 2014) explained the plagiarism from Islamic point of view. He founded that plagiarism is common in Islamic countries some they accepted it but some of them restrain it. In Malaysia it is considered a crime and they emphasize to develop the writing skills. They developed honor codes in laws and enforce through teaching ways to write and cite.

It can be easily assumed that religion and spirituality have great impact on moral behavior of students. (Anwar et al., 2023) studied how the religiosity and spirituality effected the cheating attitude and behavior of university-based students in Lahore Pakistan. They found the negative significant relationship between religiosity and cheating attitude. However there was no significant relationship found between spirituality and cheating attitude. Likewise (Rifani, Sugiyo, & Purwanto, 2021) found spiritual-religious attitudes negatively related with moral.

Literature Review

Ariail and Crumbley, (2016) founded that all academic content areas except foreign language had positive effect sizes in distant education studies. Because distance education may be predicted to result in achievement at least comparable to traditional instruction in most academic contexts, this synthesis supports the use of interactive distance education to complement, enhance, and expand educational possibilities.

Imran and Nordin, (2013) founded that as a result of the considerations they had to make in integrating live and online modalities, these academics were more conscious of their teaching. Those who incorporated computer mediated communication (CMC) into their classrooms became noticeably more self-aware of their conduct when their pupils and other 'users' were watching. While all five of the academics in this group were enthused about web-based teaching, they all maintained that live, on-campus lectures were still an important part of the teaching-learning process.

Lynch, Salamonson, Glew, and Ramjan, (2021) founded that the literature on distance education and self-regulation to see whether there were any student self-regulation skills that were predictive of academic achievement in a blended learning environment. Intrinsic goal orientation, self-efficacy for learning and performance, time and study environment management, help seeking, and Internet self-efficacy were all deemed to be likely predictors of academic performance. As a control measure, verbal ability was used. Final course grades were used to measure performance. 94 students in a blended undergraduate marketing course at a west coast American research university provided data (tier one). Verbal ability and self-efficacy were found to be substantially associated to performance in regression analysis, accounting for 12 percent of the

variance in course grades. Only 7% of the variance was due to self-efficacy for learning and performance.

Karp and Conrad, (2005) found that the educators, transitioning from traditional face-to-face teaching to online teaching can be a risky procedure. In this qualitative study, I interviewed instructors who were experimenting with online teaching in a graduate program at a Canadian university for the first time. All of the instructors had some face-to-face college teaching experience. In-depth interviews with the instructors revealed that they had no expertise with the new medium. They were entering and depended significantly on their own pedagogy and face-to-face experiences. Instructors' evaluations of their own performances focused mostly on their roles as material deliverers.

Li and Akins, (2005) founded that this article investigates the fallacies around online learning in higher education that we have identified. Possible solutions will be investigated in order to help us transition from myth to reality and, finally, to create a successful online learning environment. This investigation is conducted from the perspectives of both students and instructors, and it is divided into four sections: content, context, techniques, and assessment.

Antes and Mumford, (2016) founded that the goal of this study is to look at online learning design techniques and to suggest and explain how online technology might be used to improve learning processes. It aims to learn more about how teachers can make the most of the learning opportunities provided by online technology. (Kellen & Kumar, 2021) that the paper looks at a survey of the research on online learning and teaching. The writers present a historical overview of online education as well as a description of the distinctive characteristics of online teaching and learning. The authors also discuss the challenges of online teaching, new faculty positions in online learning environments, and some consequences for online learning and teaching.

Pakistani Academic Dishonesty of Students in Online Education

Academic dishonesty becomes a potential threat to the function of equitable society. In Pakistan, students do not concentrate on the classroom activities that's why they are involved in cheating on written assignments by copying from the assignments of their class fellows. (Esposito, Ross, & Matteson, 2015) or cheating found that all practices involving some sort of fraud including those in which students represent someone, dishonest behavior assist other students in doing the same. Only undergraduates enrolled in general education and numerous subjects were studied in Pakistan. Cheating does not occur only in degree-related courses or among student populations according to academic dishonesty literature. Because the university employed in the study mandates all students to attend such courses, the current study on Pakistani academic dishonesty chose to focus on undergraduates in general education courses in order to acquire the most representative sample possible.

Online learning is a somewhat new setting for training and scholarly unprincipled is an issue that can possibly detonate inside Web-based courses particularly since cheating is an issue that customary, up close and personal learning conditions have not settled now. There is next to no exploration accessible concerning cheating in web based learning, and less surprisingly that "demonstrates" a pace of cheating rather than tolerating self-announced levels. The data acquired from this review will contribute toward information on cheating and of how online classes contrast with conventional classes on school grounds. The discoveries might help workforce and overseers in their

fighters against scholarly contemptibility. Internet learning is a new and quick growing aspect of advanced education's scholarly contributions.

Aslam and Mian (2011) found the number of educational institutions in the private and public sector is increasing daily, so the impact of academic mourning behavior on the lives of potentials experts should analyze and verify audit policies to minimize these practices, ethics in company and division of education. The current research explores this topic by investigating the relationship of personality characteristics with the frequency of students involved in dishonest, severe and complete behavior for this behavior. Noise and Swift found that previous research has also found that the level of high tolerance for such behaviors in business. Academic dishonesty among students is explored in the western context and this area remains unmanned in Pakistan. To address this gap and to provide the new avenue to the researcher in the area of educational research.

Nazir and Aslam, (2009) completed the first study on academic dishonesty in Pakistani culture and found significant results. As per the findings of a student's self-reported survey of (Nonis & Swift, 2001), the ratio of cheaters on exam has increase from 23% to 84% during a period of 1940-1982 while students cheat more frequently at rural colleges.

Arshad et al., (2021) founded the study examines the academic mourning of 243 students. The students' inactive academic behavior is measured in four dimensions of inaccessible learning: fraud in tests, fraud in exercises, fraud in assignment and plagiarism. It is founded that some students report their participation in non-practical academic deeds significantly, such as answering others, was preparing for exercises, with others to work for personal mission and provide forbidden support for others. Nonis and Swift (2001) have studied academic dishonest behavior of students and found that those who have been involved in such behavior of researchers have been discovered that they have been engaged in mourning behavior at work. Jordan (2001) found that students who have greater intentions to achieve high levels or a good academic reputation, participate in dishonest behavior compared to several people with strong desires.

Nazir and Aslam (2010) found that students engage in academic dishonesty more frequently when they perceive the consequences are less severe. Furthermore, they proposed lighter or no punishment for the same dishonest activities that are considered to be less serious. The findings have important implications for academics who want to further develop the field. Student's morals and ethics should be administered in them so that institutions can provide ethically developed professionals.

Sarwar et al., (2016) found the plagiarist sounds as a universal topic and gradually increases every day at all international levels and is also observed in Pakistan's educational institutions. The plagiarism is a process that deceives others in the world of scholar. There are many plagiarism reports of Pakistan's higher education institutions in newspaper, social media and print media and the higher education committee. The Pakistan Higher Education Committee has established policies and plans to provide appropriate guidance, sensitize and guidelines for high educational institutions to detect plagiarism. Turning (plagiarism detection software) to all universities in Pakistan.

The purpose of this essay is to inspire discussion about effective ways for assisting professors in their transition from traditional pedagogical platforms to online learning and teaching.

Material and Methods

We also have adopted the phenomenological study in our research. The purpose of the phenomenological study is to find out the experiences of students in online teaching learning process during Covid-19 and on the basis of experience of what they had done. So we want to know the experiences of the students in online teaching learning process during Covid-19. That is why we adopted the phenomenology study.

We conducted interviews with various faculty members. We sampled in a convenient manner. The least rigorous technique is convenience sampling, which involves selecting the most accessible subjects. It is the least expensive for the researcher in terms of time, effort, and money, but it frequently results in poor data quality and lacks intellectual credibility. In many qualitative investigations, convenience sampling is used, but a more deliberate approach to sample selection is typically justified. We get a lot of samples from teachers, students and faculty members. We got permission from our supervisor and then we started interviews. Our supervisor really helped us in knowing how to take interviews. She also appoint a meeting with most respected teachers of our university. All the faculty members gave interviews gently and honestly. Teachers shared their online experience with us. Although students also shared their personal experience of online learning. After listening both experiences, I felt both were suffering from the same condition or u can say same problem. But with the help of their interviews, we collected different samples.

We also made consent forms. Before interviews, we gave consent forms to respected teachers. With the help of supervisor, we agreed students for focused group interviews. So in this way, less time consumed and we got a lot of data in the same time but if we conduct the interviews of each student it may cause a wastage of time and also less collection of data. Faculty members also cooperated very well. They talked to us in very friendly way and shared all the experience what they got from online teaching learning. They told us all the drawbacks of online learning. Because they did not have any kind of experience of how to take online class.

Results and Discussion

Data Analysis

For the purpose of data analysis, we had conducted total six interviews in which three are the focus group interviews and three are the open ended interviews.

Focus group interviews are one-on-one interviews with a group of people to gather a variety of data. These interviews can have as few as four people or as many as ten but I would recommend keeping a focus group interview between four and eight.

Thematic Analysis of Faculty Interviews

There were five themes emerged from the faculty interviews. Three faculty members had given open-ended interviews of duration ranging from 30-45 minutes. The meaning of the themes was discussed in the table 1

Table 1
Meaning of Themes from Faculty Interviews

Covid-19 and uncertainty	policy	When Covid-19 was started then suddenly all educational institutions were closed and after due to this were confused about the opening of the educational institutions we were assuming that the institutions will be reopen in
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	April after two or three months but on the same way we were also assuming that institutions will remain close for next six months.
Main teacher model and its issues	Main teacher model was the policy of university according to this policy there was only teacher who was communicating to five teachers that were under the main teacher. The main teacher designed the course and then sent to their respective teachers and then those teachers upload it on Google classroom that was a video of one hour.

Theme # 1: Covid-19 and Policy Uncertainty

Three faculty members shared their views on the university and higher education common policy regarding conduct of classes during covid-19. The first faculty member AP1 shared that when the educational institutions were closed in Covid-19, there were two policies one was from our state and second one was our university. The university policy was not clear. So when suddenly the universities were closed, the students and teachers who belong out of city came back to their homes because they were not know that when will university reopen but suddenly the students and teachers were shocked by the news of university that there will be online classes. Both teachers and students did not have any experience of online teaching and learning. Because the students have not learned online prior, University had not given any workshop of online teaching or learning. So there were so many issues relating to online classes. As we conducted an interview from AP1 she also told us that:

When Covid-19 was started, then suddenly all educational institutions were closed and after due to this were confused about the opening of the educational institutions we were assuming that the institutions will be reopen in April after two or three months but on the same way we were also assuming that institutions will remain close for next six months. So, in Covid-19 when the sudden notification was came from Government that to close the educational institutions at that time no body know that when will institutions reopen. Due to this reason, some of the students and teachers were belong to out of city those were came back to their homes. At that time we have no issue because we were assuming that after two or three weeks institutions will reopen and we will again start the face to face classes. But after we received a message that after one week you teacher have to take classes and that were online and we have to make class on Google classroom.

So in Covid-19 both teachers and students are not assuring about the reopening of educational institutions. They did not know about the university policy. Students and teachers were confused that what will be happen and how we will learn and teach. The first policy of University was succeeded and with the passage of time they changed the previous policy every day the university sent a new policy of teaching due to this everyone was confused that what is going on.

The second faculty member AP2 shared that in Covid-19 there was uncertainty about the university policy. When suddenly educational institutions were closed, nobody knew about the university policy but later on we were communicated through e-mails. It was a very big task for the government that how to how the education remains continued by remaining educational institutions closed. We can also say that it was a very complicated task for government, education minister to develop a new education policy. As we conducted an interview from AP1 he also told us that:

When Covid-19 started there was no information because nobody has never faced such situation. Suddenly when lock down was imposed, there was a high level uncertainty at government. They did not know how to manage the things. With the passage of time when were polices making then they communicated us through the e-mails. There was a big issue because the policies were changed by time to time.

So there was uncertainty about the policy and the reopening educational institutions. The students and teachers both were very confused that how they learn and teach because in Covid-19 when was lock down imposed they suddenly were informed that there will be online classes on Google meet. They were shocked to hear this news because they did not have experience about the online classes. There was also an issue that policies were changed by time to time because they noticed about flaws of the policy. As AP2 said that:

The policy that was made by higher education commission was not good because they first need to implement in other universities. The first semester of spring 2020 was gone in chaos. Because we did not know what will happen and the students also have the same condition like the teachers they also did not know. The information that came to us but after some day it changed. In this perspective as a faculty we were very confused and obviously students were suffering a lot of problems because there is no surety of anything. The online policy that was made by higher commission education was not good it was all fault of higher commission education and implements these at all universities. I suggest that first they need to implement the policy at federal universities and then other universities. There was a fault in our universities that was when the policy came from higher education commission they instantly implement at his university.

In Covid-19 university would implement the policy according to their university resources. First of all, university would take notice of his IT department and then according to this they implement the online policy. If you do not have any IT strong department, then how will you make the online study effective? As AP2 said, "When higher commission education made the policy that made the universities independent they implement the policy according to their university resources." The third faculty member AP3 shared:

In Covid-19, we got the information from the administration because they informed us that we are going to implement this academic policy due to covid-19. And arranging the online exams in online classes so it was definitely a notification by administration. Then were shifted the students and faculty in online system. Then we started recording our lectures. I found a lack in administration in their policies like when they talked about the early notification that you were to record a lecture on Google drive and after the sometime they changed their words that now you were going to record lecture on your devices and even I also use mobile for recording and after I have to know that the recording of 2 or 3 GB it was impropriate for me to record 40 lectures in my device. It was a problem for teachers to record the lecture first. After that they changed their policy and said you have to record lecture on YouTube channel.

So there was uncertainty during covid-19 in university. Nobody knew what was going and did not know online classes. On the other hand, everyday a new policy of online classes was coming due to this condition the students and teacher were very confused.

Theme # 2: Main Teacher Model and Its Issues

Main teacher model was the policy of university according to this policy there was only teacher who was communicating to five teachers that were under the main teacher. The main teacher designed the course and then sent to their respective teachers. Those teachers upload it on Google classroom that was a video of one hour. The main purpose of this uploading video was that those who have the serious issues related to the internet access. When such students have the access of internet, they listen this video lecture. But this policy not implemented hundred percent and this policy also created some issues. As AP1 said that:

There was a main teacher from us and they told us the courses that we have to need record them and by following a long procedure we have to approved the recording through a proper channel and then upload this recording at Google classroom. Our university have adopted a procedure that there were thirty two campuses of our university in Punjab they divided all the courses of Education, M.Phil. And PhD among the teachers. Main teacher have to make the recording of three hours including some activities in it and then uploaded it on Google classroom. The other co-teachers who were teaching in thirty two campuses they have to share these recordings to their students.

The recoding procedure was very time consuming. But it had a benefit for those students who have other activities in day when they have the spare time they downloaded it and listen it. There were also some issues in this recording policy for students. These issues related to the study were consulted from the co-teachers.

There were also issues related to the main teacher because they did not have any accurate device for recording purpose and did not have a valid place for recording. Although the campus did not gave any workshop to teachers for this purpose. They only sent then a video and told they this is guidance video. The university did not have any proper system for the recoding and did not have any official software like antivirus and MS word etc. As AP1 said that

Due to the lack of the official university software, the laptops of mostly teachers were hacked. We requested university that you would buy an official antivirus and sent it on our E-mail account. They have sent a software and told us that download it from the Google. I have MAC laptop. In MAC we cannot download anything from Google. It means that everyone has different systems.

So, in main teacher model, a big issue was that the main teacher did not have the relax life during covid-19 online classes. The students have also a lot of questions in their minds when they listen the recording lectures. AP1 said that "we were making the recording lecture by awaking the night of 10 hours till Fajar prayer"

The main teacher model was very time consuming procedure and the entire burden was on the main teacher because they have to design the course and then made the recording of 40 minutes.

AP2 shared their views about the main teacher model that I am also the main teacher of one subject. The university would design the course according to the study scheme. And every teacher designed his course according to the scheme of study. The main teacher model policy was adopted from the university was very uncomfortable for teachers as well as students. The main teacher have to do double work. The main teacher that was designing the course he had to do more work. First if any student have the confusion about the course he discuss it with teacher and the co teacher discuss it with the main teacher and then co teacher clarify it to students. AP2 told:

The main teachers did not have recording devices and the university also did not have the resources that were provided to the main teachers. Even the university does not have any official software like MS software and antivirus etc. In main teacher model, the system of recording was a very high unprofessional. For one hour recording we have to require the 7 to 8 hours for this purpose and this task was mostly done in night time because in night everyone is sleeping and nobody disturbs you. But the main teacher was awaking whole night for recording and the next day did not have power to teach the students. I personally suggest that there is a very good system in our university in the form of LMS (Learning management system). Through this, we could maintain a good distant study and very easily because in this model you can easily upload the modules. You can share the video lecture link with the students very easily you can that everything was possible to upload in this system. Even you can conduct the online paper through this system. You can also conduct the quizzes etc. Even university has to pay a big amount for this system and I do not that why have university develop a second system of portal. Like they develop the main teacher model for online learning and although it was all responsibility of main teacher I think it was a not good decision.

The university did not have any proper software and devices for recording purposes. In Pakistan, the mostly people do not buy a new one laptop. They only buy a second hand laptop. As AP2 said, "I have core i7 laptop when I made the recording of 1 hour and converted it into the video it has taken the 3 hours for converting and then it taken 3 hours for converting in YouTube video."

The third faculty member AP3 shared that during the Covid-19, when the educational institutions were closed the administration have shared the information with us through the e-mails. Through this, we have to know the online learning policy of the university. As AP3 explained:

The third policy came from the university administration that was to record the lecture on a proper YouTube channel it was the main teacher model policy. I was also the main teacher of the core subjects. After that I am going to know that the whole burden on the main teacher. When started to record a lecture of 30 minutes it took 1 hour. There was a problem that when I record a lecture then converting it into the video lecture like YouTube video and then uploaded on YouTube channel it took 7 to 8 hours it was a very time consuming procedure. Because when you have uploaded the video 99% and you came to know that internet is gone and then you have to restart from the initial point. And I was burning like a hell. I think that the mid night is the peaceful time for recording because nobody disturb you at that time I remember that when I was at last moment of lecture recording the child came to me and crying. So we have not a peaceful place for lecture recording in main teaching model so that I think that was the problem.

Making a video lecture and then uploading on YouTube channel is not safe even in these days when the media is so fast. Everyone has its own privacy and he is not comfortable to upload the video on YouTube channel with mobile number and e-mail. University need to give the training to faculty members in seminar and webinar etc. In this should tell faculty members that this is designed for teacher and this is for the students. So university need to initiate and launched it. AP3 said that:

I would say that they would have launched a program and according this there must have started the training any video or lecture about that but we were not provided and what we have learned. I can say that we have learned much from the students about the technology and I think the facilitators they also not familiar with technology. We have also not active IT system in our institution. I found that everyone was confused. We did not have any training toward the university they only sent us a guidance video. That was

about the Google drive and after that they did not tell us about how to make the YouTube channel.

The university told us to make the YouTube channel and uploaded the video lectures with e-mails etc. but I found that everyone is not comfortable for this work because everyone has some privacy because now a days the media is very fast and do not know what become about the integrity. Some people are satisfied to do this work. I uploaded the video lecture on the YouTube channel with my pictures also in the main teacher model. If university offered every teacher to design the course, it has also some issues because faculty member would have to designed the course according to his or her own plan but I would have say if they would have to launch that program and according to that they must have the started some training or any video or any lecture about that very properly but we were not provided. As AP3 said, "In Covid-19 when I was in my village I have faced multiple issues regarding data and while operating the laptop because I have never been used my laptop since 2015. It was a problem for me and I was not provided any kind of facility by the university".

Conclusion

In Covid-19, there was a high level of uncertainty about the reopening of the educational institutions. Nobody even the faculty members did not know that when will the institutions will be reopening. After a short break, university introduced different policies. The university policy was not clear. So when suddenly the universities were closed the students and teachers who were belong out of city came back to their homes because they were not know that when will university reopen but suddenly the students and teachers were shocked by the news of university that there will be online classes. Both teachers and students did not have any experience of online teaching and learning. Because the students have not learned online prior, University had not given any workshop of online teaching or learning. University changed the policy day by day. There was also a policy of main teacher model. Main teacher model was the policy of university. According to this policy, there was only teacher who was communicating to five teachers that were under the main teacher. The main teacher designed the course and then sent to their respective teachers and then those teachers upload it on Google classroom that was a video of one hour. The main purpose of this uploading video was that those who have the serious issues related to the internet access. When such students have the access of internet, they listen this video lecture. But this policy not implemented hundred percent and this policy also created some issues.

Recommendations

We recommended the first face of online session of misconduct behavior is different for another face of misconduct. The training of teachers must improve to follow the different rules and methods. The different universities follow the different rules and methods. We will discuss the one institute of misconduct behavior in online session and also we will not discuss the other universities rules methods or behavior of misconduct in online session they had gain more knowledge about the misconduct of other universities. The other universities closed the institute duration of covid-19 and stop this session or used the better methods for students this development used this discussion may be the discussion is more improved. The other universities used better system we add this study and the next study may be improved or richer.

The second recommendation to check the students face to face in classroom misconduct and they also used in online specially in formative assessment may be we are not saw the huge difference in online academic misconduct because the students

before assessment copy paste the assignment and after the assessment students also copy paste the assignment. The academic misconduct is very easy for those students who do not prepare assignment and do not focus on studies. So, we are recommending the similarities of this study in this academic misconduct situation.

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