

**Exploring High School Students' Understanding of and Attitudes towards Academic
Misconduct in Nur-Sultan**

Umit Adekenova

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Ethical Approval



Nazarbayev University
Graduate School of Education
www.nu.edu.kz

53 Kabanbay Batyr Ave.
010000 Nur-Sultan,
Republic of Kazakhstan

29 October 2019

Dear Umit

This letter now confirms that your research project entitled: *Exploring Secondary Students Perspectives and Attitudes towards Academic Misconduct in Kazakhstan* has been approved by the Graduate School of Education Ethics Committee of Nazarbayev University.

You may proceed with contacting your preferred research site and commencing your participant recruitment strategy.

Yours sincerely

A handwritten signature in cursive script that reads "Elaine Sharplin".

Elaine Sharplin

Chair of the GSE Research Committee
Professor
Graduate School of Education
Nazarbayev University

Block C3, Room 5006 Office:
+7 (7172) 70 9371
Mobile: +7 777 1929961
Email: elaine.sharplin@nu.edu.kz

CITI Training Certificate



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Abstract

This qualitative study investigated Kazakhstani high school students' understanding of and attitudes towards academic misconduct. Six eighteen years old students from two schools in Nur-Sultan participated in semi-structured interviews. The transcribed interviews were analyzed by coding and the development of thematic categories.

The study found that high school students understand the term 'academic misconduct' and are aware of school-based academic honesty codes. The commonly used term by the students was "cheating". The students' attitudes towards misconduct covered a wide spectrum: from the perception that misconduct was morally wrong, through to the view that misconduct was socially acceptable. Four out of the six participants revealed they had acted with misconduct. All students were aware of peers who had acted with misconduct. The students identified internal and external factors affecting their decisions to act with academic honesty or dishonesty. Internal factors included individual values, lack of personal organization and the school subject's perceived importance. External factors included academic performance pressure, peers' influence, perceived limited consequences of misconduct and the perceived attitudes of teachers. The findings suggest that teachers' concerned attitudes and more active intervention to detect and prevent students' misconduct may reduce misconduct among school students.

The understanding of high school students' attitudes to academic misbehavior will be beneficial for educators to reduce academic misconduct in Kazakhstani schools.

Keywords: academic misconduct, high school students, academic honesty, academic dishonesty, academic integrity

Абстракт

Данное качественное исследование исследовало понимание и отношение казахстанских старшеклассников к нарушениям академической честности. Шесть восемнадцатилетних студентов из двух школ города Нур-Султан приняли участие в полуструктурированных интервью. Транскрибированные интервью анализировались путем кодирования и разработки тематических категорий.

Исследование показало, что старшеклассники понимают термин "академический проступок" и осведомлены о школьных кодексах академической честности. Обычно студенты использовали термин "мошенничество". Отношение студентов к проступкам охватывает широкий спектр: от представления о том, что проступок является морально неправильным, до представления о том, что проступок является социально приемлемым. Четыре из шести участников показали, что они действовали ненадлежащим образом. Все студенты знали о своих сверстниках, которые вели себя неподобающим образом. Студенты выявили внутренние и внешние факторы, влияющие на их решения нарушать или не нарушать правила академической честности. Внутренние факторы включали индивидуальные ценности, отсутствие личной организации и воспринимаемую важность субъекта. Внешние факторы включали давление на успеваемость, влияние сверстников, предполагаемые ограниченные последствия неправомерных действий и воспринимаемое отношение учителей. Полученные результаты свидетельствуют о том, что заинтересованное отношение учителей и более активное вмешательство в выявление и предотвращение неправомерных действий учащихся могут снизить уровень нарушений академической честности школьниками.

Понимание отношения старшеклассников к академическому проступку будет полезно педагогам для снижения уровня академического проступка в казахстанских школах.

Ключевые слова: академический проступок, старшеклассники, академическая честность, нарушение академической честности, академическая этика

Аңдатпа

Бұл сапалы зерттеу Қазақстандағы Нұр-сұлтан қаласының жоғары сынып оқушыларының академиялық теріс қылықтарға деген көзқарасы мен түсінігін зерттеді. Нұр-сұлтан қаласының он сегіз жастағы мектеп оқушылары жартылай құрылымдалған сұхбатқа қатысты. Транскрипцияланған сұхбаттар тақырыптық санаттарды кодтау және әзірлеу арқылы талданды.

Зерттеу көрсеткендей, жоғары сынып оқушылары "академиялық теріс қылық" терминін түсінеді және академиялық адалдықтың мектеп кодекстері туралы хабардар. Әдетте студенттер "алаяқтық" терминін пайдаланды. Студенттердің теріс қылықтарға қатынасы кең спектрді қамтиды: теріс қылықтар моральдық дұрыс емес екендігі туралы ұсыныстан бастап теріс қылықтар әлеуметтік қолайлы екендігі туралы ұсынысқа дейін. Алты қатысушының төрті олардың дұрыс әрекет етпейтінін көрсетті. Барлық студенттер өз құрдастары туралы білді. Студенттер өздерінің шешімдеріне әсер ететін ішкі және сыртқы факторларды анықтады. Ішкі факторлар жеке құндылықтарды, жеке ұйымның жоқтығын және субъектінің қабылданған маңыздылығын қамтыды. Сыртқы факторлар оқу үлгеріміне қысым, құрдастарының әсері, заңсыз іс-әрекеттердің шектеулі салдарлары және мұғалімдердің қабылдайтын қарым-қатынасы болды. Алынған нәтижелер мұғалімдердің қызығушылығын және оқушылардың заңсыз әрекеттерін анықтау мен алдын алуға белсенді араласуды оқушылар арасында Нашар мінез-құлық деңгейін төмендететінін көрсетеді.

Жоғары сынып оқушыларының академиялық теріс қылыққа қатынасын түсіну қазақстандық мектептерде академиялық теріс қылықтың деңгейін төмендету үшін педагогтарға пайдалы болады.

Түйінді сөздер: академиялық теріс қылық, жоғары сынып оқушылары, академиялық адалдық, академиялық әділетсіздік, академиялық этика

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Chapter 1. Introduction

1.1. Introduction

Academic honesty is an essential educational value that needs to be developed from early childhood and throughout school and university. It is important to develop academically honest students today, to create a society that values integrity and honesty in all endeavors. People with high levels of honesty will reduce the number of dishonest actions and corruption. Numerous studies since 1941, in a range of countries, have identified that the rate of academic dishonesty ranges from between 24-70% (McCabe, 2005). According to the study of Harding in 2001, 96% of researched students have engaged in academic misconduct. Researchers believe the number of cases of cheating is likely to increase further, in the future, due to the increased use of technology in education (McCabe, Butterfield & Trevino, 2001).

Academic misconduct has become 'accepted' because of the competitive environment of contemporary education. McCabe (2005) suggests students compete to get the best exam results, to have the highest GPA, to get a scholarship, to enter the best university or just enter a university. Gallant and Drinan (2006) claim nowadays students are forgetting to learn just to learn because they are focused on their future and being financially rewarded further. Given the pressured environment of contemporary education, this study aims to examine the phenomenon of academic misconduct in Kazakhstani high schools.

This chapter provides a definition of terms, an overview of academic misconduct in Kazakhstan, presents the problem statement and the purpose of the current research, and the research questions and study design. The significance of the study, limitations and an outline of the whole thesis are presented at the end of this chapter.

1.2. Definition of terms

The term academic misconduct is the negative side of the concept of academic integrity. Academic integrity describes the desired attributes of students. The terms academic misconduct,

academic dishonesty or academic cheating, often used interchangeably (Stephens, 2008), encapsulate a range of behaviours that are considered breaches of integrity. Stephens (200) defined these terms as “the use of unauthorised or unacceptable means in any academic work” (p.137) like “lying, using crib notes during exams, copying other people’s work without permission, altering or forging documents, purchasing papers, plagiarism and providing false excuses to miss assignments or make up exams” (p.137). The term crib notes will be also presented as “shargalka” – the Kazakhstani term which means notes prepared beforehand in order to deceive the teacher and used for cheating during exams or tests (Cambridge Dictionary, 2020).

Another term, aiding and abetting is used to describe one of the methods students use to break the rules of academic honesty. The term means “to help someone to perform an illegal act&” (Cambridge Dictionary, 2020), or as will be presented in the current study, to assist peers to cheat by providing them with answers or helping with homework. Cheating in the context of the current study means attempting to give or receive help without permission during an academic exercise (Drake, 1941). One more term is plagiarism; according to McCabe (2005) it means copying or using someone’s ideas or words without proper referencing.

Finally, the term moral development is important in the current study. The study is shaped by Kohlberg’s theory of moral development (1971). According to Kohlberg, moral development is a process that happens from infancy to adulthood and implies the development of basic and general perceptions and behaviours towards the people or social rules (Kohlberg, 1976). This term is used to understand the students’ level of morality related to their experiences with academic misconduct.

1.3. Purpose of the study

The main purpose of this qualitative, phenomenological study was to explore and develop an in-depth understanding of Kazakhstani high school students’ perspectives and attitudes

towards the phenomenon of academic misconduct. The study aimed to identify the factors that influence students to perform academic misconduct. In addition, the study investigated how high school students define the term “academic misconduct” and how this misbehavior is addressed by the school, what methods are used to deal with the issue and what factors influence students to be academically honest. The study explored the relationship between students’ engagement in academic misconduct and their moral development.

1.4. Research questions

The main research question for the study is: What are high school students’ perspectives and attitudes towards academic misconduct in Nur-Sultan?

The research will be guided by the following questions:

1. How do students define academic misconduct in the school context?
2. What are the reasons that influence students to engage in academic misconduct?
3. What would inhibit student academic misconduct?

1.5. Background to the study

The problem of students’ academic misconduct has been extensively explored in the field of educational psychology in secondary and higher education (Gizhitsky, 2014; McCabe, 2005; Peklaj, Kalin, Pecjak, Valencic & Puklek, 2012; Stephens, 2008; Stuber-McEwen, Wiseley & Hoggat, 2009; Welch, 2005). Researchers suggest that the occurrence of students’ academic misconduct appears in high schools, colleges and universities and the rate appears to be growing (McCabe, 2005). The very first study conducted in the field of academic misconduct by Drake in 1941 identified that 23% of surveyed students commit academic misbehavior (Drake, 1941). The study of Hetherington and Feldman (1964) among 78 college students revealed 46 - 64% of students reported cheating at least once. More recently, McCabe, Butterfield and Trevino (2001) found that 95% of 70000 high school students commit academic misconduct and stated that the academic misconduct has increased in the last 30 years. Further, Welch (2005) cited that 70% of

university students admitted dishonest behavior and 84% considered cheating and other types of academic violation. In addition, the longitudinal 12-year survey by the International Center of Academic Integrity (ICAI) and McCabe from 2002 to 2015 revealed 43% of graduate and 68% of undergraduate students commit academic misconduct. Those studies prove the presence of academic misconduct in schools and universities.

Given the high incidence of academic misconduct reported, a plethora of studies were initiated to identify the reasons for the phenomenon in different countries like the USA, China, England, Slovenia, Russia and Japan (Gizhitsky, 2014; Stuber-McEwen, Wiseley & Hoggat, 2009; Welch, 2005; Yang, 2012). These studies identified a range of reasons for academic misbehavior. The most common reasons cited by students are the absence of consequences or punishment, teachers' ignorance, peers' positive attitudes towards cheating, a desire to perform well academically, internal and external pressures, Internet access, laziness and procrastination (McCabe, 2005; Simkin & Mcleod, 2010).

1.6. Academic misconduct in the Kazakhstani context

There is a lack of research conducted in the field of academic misconduct in Kazakhstan. However, several studies conducted in Central Asia and Russia suggest the presence of such misbehavior in the region. Grimes (2004) (as cited in Zvonareva, 2019) conducted a cross-cultural evaluation of university students' attitudes towards academic misconduct and found that students in Central Asia and Eastern Europe are more likely to commit academic misconduct, such as plagiarism, more than students in the USA. Moreover, plagiarism is practiced and observed by most of the surveyed students and they do not consider it as breaking honesty rules. Grimes considers that misconduct happens at high levels because of the collective mentality of Post-Soviet countries citizens who grew up or are growing up in the environment of a transition economy and that they are more likely to engage in misconduct because of the low level of importance attributed to individuals' actions in contrast to the individualistic nature of people of

the USA who perceive academic misconduct of an individual as a threat to the society's well-being (Zvonareva, 2019). The findings of Grimes were also supported by McKie in 2018 (as cited by Zvonareva, 2019) where he claimed that academic misconduct is evident in Kazakhstani higher education in the form of cheating, plagiarism and corruption.

Burkhalter and Shegebayev (2012) conducted research among soviet-trained teachers in Kazakhstan about their teaching methods and revealed information connected with academic misconduct. Their study indicated that the presence of cheating or other types of misconduct by students was influenced by the attitude of teachers and the educational organization. It was also identified that the participants (teachers) themselves were likely to engage in misconduct such as cheating on tests because of fear - they were afraid to display their lack of knowledge.

Given the incidence of these issues, it is not surprising that the Organization for Economic Co-operation and Development (OECD) in their Annual Report 2007 suggested the need for more attention to improving academic honesty in schools and universities.

1.7. Research design

In order to investigate high school students' perspectives, attitudes, and factors that influence them to engage in academic misconduct, a qualitative phenomenological approach was employed as the primary research design. According to Creswell (2012), phenomenological qualitative inquiry is used to explore a research phenomenon from the participants' perspective to obtain a detailed understanding. This approach focuses on "describing what all participants have in common as they experience a phenomenon" (Creswell, 2006, p.73). The approach helps to diminish participants' personal experience with the phenomenon and move to the greater, universal understanding or "grasp of the very nature of the thing" (van Manen, as cited in Creswell, 2006, p.74). In addition, the phenomenological approach will help the researcher to answer "what" participants have experienced and "how" they experienced it (Moustakas, as cited in Creswell, 2006 p.73) to identify the nature of the phenomenon. This approach perfectly suits

this study since its goal is to explore students' understanding of academic misconduct, their attitude towards it and the factors that influence them to be honest or dishonest.

Semi-structured interviews were used to gather information from 6 participants in two schools "to capture the voices and the ways people make meaning of their experiences" (Rabionet, 2011, p. 563). The approach helped to obtain participants' personal experience with academic misconduct in a safe and comfortable environment, given the sensitivity of the topic of investigation.

1.8. Significance of the study

The conducted studies in the field of academic misconduct in other countries revealed the problem's existence and the importance of action to be taken against it. However, most of the studies were based on quantitative research designs. Research conducted about the academic misconduct in Kazakhstan is very limited. The current study was initiated to fill these gaps and investigate understanding and attitudes towards academic misconduct in Kazakhstan, using a qualitative design to gather rich data from students in their final year of high school.

1.9. Conclusion

This chapter presented an introductory overview of the current study including the background of the study, the main research problem, the study purpose, research questions, and its significance. The rest of the thesis will be presented in a further six chapters. Chapter two (literature review) presents the review of main studies conducted on main research problem. The next chapter, chapter three (methodology) provides information of the employed research design, sampling strategy, the process of data collection, data analysis, ethics considerations and study limitations. Chapter four (findings) describes the major study findings received from participants. Chapter six (discussion) presents the findings explanation and interpretation. The findings will be compared with the information provided in Chapter 2. The final chapter, chapter seven (conclusion and recommendations) summarises the findings structured by the research

questions, makes some recommendations for further professional practice and policy development in education, outlines the limitations of the study, provides implications for further research and concludes with self-reflection from the researcher.

Chapter 2. Literature review

2.1. Introduction

This chapter reviews empirical literature related to academic misconduct and students' attitudes towards academic misconduct. The concept of academic misconduct will be situated in the literature on the moral development of students. The chapter has been organized into five main sections: 1) types of academic misconduct, 2) prevalence of academic misconduct, 3) reasons for academic misconduct 4) consequences of academic misconduct and 5) presentation of the conceptual framework of this study: Kohlberg's Theory of Moral Development.

2.2. Types of academic misconduct

Despite extensive research into the types of academic misconduct of college and university students from different countries (Drake, 1941; McCabe, 2005) technological advancements have led to new, modified types of academic misconduct among school, college and university students. The new types of misbehavior are based on the Internet to copy and plagiarize ready materials or find ready answers. Smart phones and smart watches with Internet access have increased incidents of providing or receiving help during tests or communicating with peers about the exam (Heberling, 2002; Lathrop & Foss, 2000; Spaulding, 2009). Lathrop and Foss (2000) have identified the most common academic violations as a result of technology: using Internet during exams or tests to find the answers; plagiarizing the whole or parts of a paper; copying someone's work; buying ready materials or papers online; and asking for changes to deadlines for fictitious reasons.

Conversely, technology provides additional tools to combat academic misconduct with software programs like Turnitin, which help to identify plagiarism (Awasthi, 2019). It has been proven that the use of such software programs is beneficial in two ways: it decreases the amount of plagiarism among students by 8 % and increases the rate to 25 % for teachers and professors identifying such misconduct in students' works (Click, 2012).

Along with the new types of misconduct, students continue to use “traditional” methods of violation such as copying peers’ answers on exams, copying homework from peers, moving the deadlines of assignment for false reasons or using prepared materials on test (Lathrop & Foss, 2000). Pincus and Schmelkin (2003) conducted a quantitative study from faculty members’ perspectives to identify the ways students engage in misconduct. They surveyed 300 college faculty members by giving participants a list of methods of academic violations to use while answering the survey question. This list of methods consisted of 28 items (types of students’ academic misbehavior or violations experienced during teaching practice) identified by Ross in 1934 (as cited by Pincus & Shmelkin, 2003). The survey of 38 university professors from a Midwestern United States institution revealed that all 28 methods are still in use by students.

2.3. The prevalence of academic misconduct

There are many studies conducted in the field of academic misconduct that demonstrate its presence and prevalence (Drake, 1941; Gizhitsky, 2014; McCabe, 2005; Stuber-McEwen, et al., 2009; Welch, 2005) in the United States, Canada, China and European countries. Nowadays academic misbehavior, such as cheating and plagiarism, have become expected and are omnipresent among school and university students (Gizhitsky, 2014; Murdock & Anderman, 2006).

Academic dishonesty is evident in all stages of education. In a study of elementary students, Cizek (1999) revealed that about 30% of students were engaged in misconduct such as cheating or coping. A study conducted among high schools students found that 70% were engaged in academic dishonesty in different forms (Stephens, 2008). Rokovski and Levi conducted a survey among 1255 business students in the USA in 2007. According to the findings, 60% of students commit academic misconduct at least once.

The extent of academic misconduct was reaffirmed by the statistics of the survey conducted by ICAI and McCabe between fall 2002 and spring 2015 among 17000 graduate and

71300 undergraduate students (ICAI, 2020). The statistics show that 17% of graduates and 39% of undergraduates admit to academic misbehavior on tests, 40% of graduates and 62% of undergraduates engaged in dishonest behavior on written assignments. Overall, 43% of graduate and 68% of undergraduate students confessed to engaging in misconduct on both written assignments and tests (ICAI, 2020). Further, McCabe, Butterfield and Trevino in 2017 conducted another survey among 70000 high school students in the USA and found that 64% of them engage in academic misconduct during tests, 58% plagiarize and 95% admit involvement into other types of academic violations. The rate of academic misconduct is increasing (Rokovski & Levy, 2007).

2.4. Reasons for academic misconduct

According to McCabe's (2005) quantitative study, students' perception and perspectives towards academic misbehavior are influenced by the norms and realities of society. However, students are living simultaneously in several communities or social groups like family, school and friends that could also affect their ideology. Therefore, there are multiple reasons influencing students to engage in academic violation, like peers, teachers, school policies and their own beliefs and motives (McCabe, 2005; Stephens, 2008).

One of the most important reasons for academic misbehavior is peers' attitudes. According to the quantitative study conducted by McCabe and Trevino among nine medium and large state universities in the USA (1997), there is a strong relation between students' academic violation and peer's perceptions of such kind of misbehavior. They claimed that peers or groupmates' perceptions of misbehavior in academic settings plays an important role in students' attitudes towards cheating. In cases when peers disapprove of such misbehavior, the rate decreases significantly. McCabe and Trevino (1997) suggested that students are ready to cheat in cases where they witness such misbehavior by their classmates. Those findings were proved again in a study by McCabe, Trevino and Butterfield (2001) who stated that it appears the

“perception of peers [is] the most powerful influence on academic dishonesty, so classmates who view cheating as acceptable, or who are perceived by peers as being acceptable, may evoke cheating in others” (p. 6). Carell et al. (2008) also claimed that students’ perspectives and attitudes towards academic misconduct could be affected negatively and that they are more likely to cheat if they believe or feel their peers were committing such misbehavior. These findings were supported by AL-Dossary’s (2017) quantitative study conducted among 355 Saudi Arabian university students, where it was found that students’ willingness to engage in academic misconduct is influenced by “what others think about it” (p. 49). In addition, a study among Hong Kong secondary school students by Kam, Hue, and Cheung, in 2018 found that “the students-participants were strongly affected by their peers and the social group to which they belonged” (Kam, Hue & Cheung, 2018, p.15).

Teachers’ perceptions and attitudes toward academic misconduct plays a crucial role in students’ academic misbehavior. The environment and actions taken towards academic misconduct by teachers can greatly affect students’ decision on whether to engage in misconduct or not. Killen and Smetana (2006) suggest that the environment could affect the person in both positive and negative ways. In cases when the environment where the child is brought up does not provide feedback or punishment for behavior that is considered as bad in a society, this particular child could see those actions as normal and accepted. That could lead to the wrong understanding and development of morality in future and influence academic misbehavior.

The multicampus investigation conducted by McCabe and Trevino (1997) suggest that most of the students commit academic misbehavior on one occasion only, but in cases when punishment was not used by teachers, such kind of behavior could happen further and become habitual. An important finding of the research cited by Welch (2005) is that 90% of respondents among students believe that violators never “get what they deserve” (p.1). Further, 84% of respondents consider cheating as a necessity of modern life. Some teachers are not ready to

believe the problem exists and do nothing to prevent it (McCabe & Trevino, 1997). Dick, et al. (2002) in their study among 62 participants using an exploratory survey found that students are not likely to cheat if they are assured of teachers' negative attitude to the misbehavior. When students see the actions taken to fight or prevent misconduct by creating different variants of exam papers or giving open-ended tests, promoting the honesty code not only by words but also by actions such as punishment could prevent academic misconduct. Stuber-McEwen, Wiseley and Hoggat, (2009) suggested that in cases when teachers are disengaged with the process of students' education, when they do not have empathy toward students' academic performance and do not pay enough attention to students' cheating or other types of academic misbehavior, students in such an atmosphere tend to be dishonest. Therefore, establishment of boundaries of acceptable learning behavior are important for students' honesty. Teachers should be well qualified and be able to establish expectations of appropriate behavior (Murdock & Anderman, 2006).

Another reason that could lead to academic misconduct is the absence of academic honesty codes or policies in schools, colleges and institutions. McCabe and Trevino (2002) conducted the survey among 6096 undergraduate students from 31 different universities of USA and found that students violate academic dishonesty less in cases where the academic code of honesty is presented and promoted and perform misbehavior more when there is no general honesty code of conduct used. They suggested that students are less likely to be engaged in the process of dishonest behavior when the academic honesty code is well structured and gives clear understanding of the possible consequences and penalties. This was proved in a quantitative action research study by Jowanna (2012) among 138 high school students and 23 teachers in Tampa High School where the researcher compared the results of surveys before and after the implementation of an honesty code. It was revealed that the implementation of an honesty code could reduce the level of academic misconduct and increase the level of academic honesty -

“indicating that the implementation of the honor code was successful and well accepted by students and teachers” (Jowanna, 2012, p.20).

A further factor that influences students' dishonesty is their desire for high academic performance. According to Miller, Murdock and Grotewiel (2017), a number of studies have discovered the negative connection between academic misconduct and students' academic achievements. It means that in situations where students do not want to receive low grades, they might engage in academic misbehavior to improve their grades. Students with low academic performance resort to academic deception more often than students with high academic performance (Miller, Murdock & Grotewiel, 2017). The negative effect of a desire to get higher grades in mathematics performance was detected in Slovenian research (Peklaj, et al. 2001). It revealed that students who wanted to get better academic results were likely to be dishonest, especially when there is a big chance of failure (Miller, et al., 2017).

Students' locus of control could also affect their decision to engage in academic misbehavior (Rinn et al., 2014). Locus of control, the term first presented by Rotter in 1966, is “a construct that is used to categorize people's basic motivational orientations and perceptions of how much control they have over the conditions of their lives” (APA Dictionary, n.d). There are two ways individuals could experience locus of control - internal and external. In situations when people perceive their life experiences are in their own hands, the locus of control is considered as internal. When people feel that failures and successes they experience are something that have been influenced from outside and they have no control over it, those people have an external locus of control. Individuals who engage in academic misconduct “tend to consider their behavior acceptable when they can describe it as caused by external forces rather than their own dishonesty” (Rettinger & Kramer, 2009, p. 295 as cited Rinn, et al., 2017), that is, they are likely to have an external locus of control.

Rinn et al. conducted quantitative research to explore relationships between “locus of control” and “academic dishonesty” in 2014 among 421 college students in the USA. They found that there is a negative relation of external locus of control of student’s decision to engage in academic violations. The findings of Rinn et al. has been supported by Yesilyurt in 2014 in his quantitative study among 256 Turkish students about “the effects of the academic locus of control on tendencies towards academic dishonesty” (Yesilyurt, 2014, p.1945). He found that academic locus of control is a crucial predictor of academic self-efficacy and there is a strong interconnection between those who cheat and their type locus of control which is external.

Cultural background is also associated with academic misconduct among students. Lahur (2015) conducted a qualitative study among Chinese students in one Australian university. He found that the students of this culture are likely to cheat because of reasons affected by their language competence, lack of taught and learned skills like paraphrasing, summarizing, and overall ignorance of academic honesty rules of the university. This aligns with the research of Chapman and Lupton (2002) about Russian and American business college students’ attitude towards cheating. It was revealed that globalization brought students the opportunity to study in different countries with different levels of education. Students from developing countries with a lack of educational background tend to go to study in developed countries with a desire to become educated, more qualified, and see the world. This led to problems of misconduct for educators of these countries (Chapman & Lupton, 2002). They found that Russian students “reported much higher self-reported cheating behaviors” (p. 23) rather than their American groupmates. It can be concluded that students’ experiences taken from collectivistic environments such as in Russia and China could affect negatively their perception of academic misconduct. Moreover, the social and cultural background the students have lived in directly affects their overall understanding and attitude towards academic misconduct.

2.5. Consequences of academic misconduct

Academic misconduct as a phenomenon in a school context could negatively impact students, schools and the whole society. Harding (2001) found a strong correlation between people who engage in academic misconduct and people who are involved in other misbehaviors like corruption in the workplace that could lead to worse consequences. Latova and Latov (2007) suggest that the growth of corruption and academic misconduct might be interrelated and influence each other, which is partially confirmed by the data of studies by Granitz and Loewy in 2007, according to which students who cheat at the university will engage in misconduct in the future in the workplace.

2.6. Conceptual framework: Theory of moral development

An integral part of human development is moral development. The development of morality is a process that takes time and continues to develop throughout life by understanding what is socially and personally accepted as good or bad, right or wrong. Such development happens for each person uniquely (Kahn, 2006). Studies in the field of moral development started with Kohlberg's longitudinal research in 1971 from interviews with 75 children (as cited by Stephens, 2008). The children of the study were interviewed during their adolescence with an interval of three years by asking them to answer hypothetical moral dilemmas. Their answers led to the development of a theory of six stages of moral development (Kohlberg, 1976).

Kohlberg described stages of moral development by expanding on the work of Piaget in 1932 (as cited by Kahn, 2006; Stephens, 2008). He suggested that the moral growth of people consists of three main levels: pre conventional, conventional and post-conventional (Kohlberg, 1971). Those levels are divided into two stages, so in total there are six stages. However, very few people achieved the highest, the sixth stage. Kohlberg's stages of moral development (Kohlberg, 1976, p.23) are presented in Table 1.

Table 1. The stages of Kohlberg's moral development theory

Pre-conventional Level	Stage 1: The punishment and obedience orientation. Stage 2: The instrumental relativist orientation.
Conventional Level	Stage 3: The interpersonal concordance or "good boy-nice girl" orientation. Stage 4: The "law and order" orientation.
Post-Conventional, Autonomous, or Principled Level.	Stage 5: The social-contract legalistic orientation (generally with utilitarian overtones). Stage 6: The universal ethical-principle orientation.

The first stage of this theory is called “the punishment and obedience orientation” (Kohlberg, 1976). In this stage, what is good or bad is identified by a process of complying with rules to avoid punishment and the obedience to authority is emphasized.

The second stage is called “the instrumental relativist orientation” or “pleasure-seeking orientation” (Kohlberg, 1976). In this stage, the individual's actions are determined by his/her own needs or personal interest. Sometimes the needs of other are also taken into consideration if they influence the individual or there are benefits for him/her, where they are following the rule “you scratch my back and I'll scratch yours” (Kohlberg, 1976, p. 23).

The third stage is “the interpersonal concordance or "good boy-nice girl" orientation” (Kohlberg, 1976). In this stage, individuals are trying to suit the expectations of others about them or the ‘normal’ expectations by the group of people the individual wants to be a part of.

The fourth stage is the "law and order" orientation. In this stage, the individual “is oriented toward authority, fixed rules, and the maintenance of the social order” (Kohlberg, 1976, p. 23). It mean the action of individual is contingent on supporting the law, order, doing their duty, and following social rules.

The fifth stage is the stage with a social-contract legalistic orientation. Here, the world is considered as a place with different perspectives, rules and values. Individuals and society should respect those opinions, rules and values as universal rules. The rules are treated as social

contracts rather than rigid instructions. Those rules that do not suit the concepts of universal well-being should be changed in order to meet the well-being needs of most of the people.

The last stage of Kohlberg's moral development theory (1971) is the universal ethical-principle orientation stage. This stage has been developed based on abstract thoughts that are constructed with the use of universal ethical considerations. The individuals' actions are done through the prism of his own beliefs that tend to be general and universal. People do things because of universal beliefs about what is right and fair and highly appreciate justice, dignity and equality of all people. Kohlberg (1976) stated that it is hard to find a pure example of human actions that will totally suit the sixth stage.

Kohlberg (1976) claimed that high school, college or university students are likely to be in the third or fourth stages of development, which means that they will "think as members of the conventional society with its values, norms, and expectations" (Kohlberg, 1976, p.25). Young people could demonstrate this by trying to suit the expectations of others and gain approval from them (stage three) or by observing the law and complying with the law that he/she is obliged to fulfill (stage four). Students who are likely to cheat and perform any kind of academic misconduct are on the first or second stage, focused on their own interests and caring little about how it affects others or what the consequences of this behavior are (Higgins, 2010).

This theory of moral development was used as a conceptual framework for the current study because it helps to understand the schools and college students' actions according to their moral development. According to Kohlberg, it is theorized that school and university students at age 18-25 are likely to be at stage three of their moral development which means they are likely to follow the rules of society above their own desires (Kohlberg, 1976). This study was developed to consider high school students' understanding and attitudes towards academic misconduct as an aspect of their moral development.

2.7. Conclusion

According to the literature reviewed in this chapter, it is clear that the phenomenon of academic misconduct has been a part of school, college and university culture for a long time. Acts of academic misbehavior are increasing with access to new forms of technology. There are different ways students commit academic violations, and technological advancement has created more opportunities. It was also identified that there are different reasons that influence students to commit academic misconduct and leads several consequences that negatively affects the society in general.

This chapter reviews empirical literature related to academic misconduct and students' attitudes towards academic misconduct. The concept of academic misconduct will be situated in the literature on the moral development of students. The chapter has been organized into five main sections: 1) types of academic misconduct, 2) prevalence of academic misconduct, 3) reasons for academic misconduct 4) consequences of academic misconduct and 5) presentation of the conceptual framework of this study: theory of moral development.

According Kohlberg's moral development theory, which has been adopted as the conceptual framework of this study, it is expected that high school, college and university students will be on the third level of moral development. This means that academic dishonesty should be discouraged and the proper rules of society promoted.

In the next chapter the chosen methodology to conduct the study is presented.

Chapter 3. Methodology

3.1. Introduction

The previous chapter reviewed the literature relevant to the field of academic misconduct and described the conceptual framework of this study. This chapter describes and justifies the choice of the research paradigm, the design and methods to determine the high school students' understanding and attitudes toward academic misconduct in Nur-Sultan. The chapter is organized to describe the research design of the study, describe the research site, participant selection procedures, data collection instruments, data collection procedure, data analysis, ethical issues and quality of the research.

3.2. Research design

This section will present the research design used in the study and explain reasons for these choices. A qualitative phenomenological approach has been used to understand the experiences from the unique perspective of each individual participant (Creswell, 2012). The approach allows the researcher to "examine the meaning that social actors give to their activities" (Scott & Usher, 2011, p. 97). This approach focuses on "describing what all participants have in common as they experience a phenomenon" (Creswell, 2007, p.73) and helps the researcher to diminish participants' personal experience with the phenomenon and move to a greater, universal understanding or "grasp of the very nature of the thing" (van Manen, as cited in Creswell, 2007, p.74). The phenomenological approach helped the researcher to answer "what" participants have experienced and "how" they experienced it (Moustakas, as cited in Creswell, 2007 p.73) to identify the nature of the phenomenon – students' academic misconduct.

3.3. The central phenomenon of the study

According to Creswell (2012) the central phenomenon is "the key concept, idea, or process studied in qualitative research" (p.16). In this research, the central phenomenon under

investigation is a students' academic misconduct. The phenomenon is examined to understand the influences on such misbehavior in a school context. The understanding of the central phenomenon will help to take actions to reduce academic misconduct in schools.

3.4. Position of the researcher

The position of the researcher in the current qualitative study is interpretivist. Through this worldview the researcher's goal is to rely on "the participants' views of the situation" (Creswell, 2012, p. 20), with those meanings discussed "socially and historically" (p.21). The interpretivist position enables individuals to describe their own experiences. In such studies it is important to use interviews with broad open-ended question to give the participants an opportunity to say and share without limitations in order to get profound information related to the study problem. Specifically, this approach helps to achieve the goal of the current study – to study in depth students' perspectives and attitude towards academic misconduct.

3.5. Site selection

The study was conducted in two Nazarbayev Intellectual Schools (NIS) in Nur-Sultan city. One school was chosen as a convenience site because it is the researcher's place of employment. The second school is located nearby and reduced the time needed to get to the second research site. Those schools were chosen for the convenience and accessibility of the sites (Creswell, 2012). Four additional criteria were used for site selection: 1. Language of instruction. It was important to have students who have both English and Russian as languages of instruction to participate in interviews and freely share their experience. 2. High schools. Both of the schools have 12th grade students who are 18 years old. 3. Academic honesty. Both of the schools have a strong emphasis on academic honesty. 4. Positive attitude to research. Both schools promote research and the enhancement of research skills of school staff.

Two sites were chosen to increase the confidentiality of participants, given the sensitivity of the research area. The research was not intended to reflect the culture of an individual school, but to explore the phenomenon in more than one setting.

The researcher does not have any existing relationship with study participants in the school where she works and did not have any ability to put pressure on students to participate. Moreover, the researcher is not in any position of authority within either school.

3.6. Participants' selection

Purposeful selection and convenience sampling were employed to choose individuals to participate in the study. According to Creswell (2012), purposeful sampling enables the researcher to choose participants that are most relevant to investigate the central phenomenon. Participants are selected "to present multiple perspectives of individuals to represent the complexity of" the phenomenon. Convenience sampling involves recruitment of "participants who are easily accessible and convenient to the researchers" (Creswell, 2012, p. 207).

Six participants were selected by means of purposeful sampling to achieve maximal variation within the scope of the study. According to Creswell (2013) maximal variation allows the researcher to choose the participants who best suit the study and helps to find answers for the research questions. Maximal variation sampling provided the opportunity to choose a small number of participants which maximize the multiplicity of views related to the issue of research (Creswell, 2014). In this study, the criteria for the selection of participants involved: students who study in 12th grade, students who are 18 years old, students who speak Russian or English fluently, and students who study in different classes. Their experience with academic misconduct did not influence the selection procedure. It was important for the study to select participants whether they were aware of academic misconduct or not. The age of the participants was important to ensure that they were not considered to be a vulnerable population. As 12th grade students, the participants have had the maximum number of years of experience in high schools,

are more likely to have the ability to articulately express their ideas, and the maturity to deal with this complex topic and to participate in the research in general.

To recruit participants for the study, the school career guidance coordinators, on the behalf of the researcher, sent students, who suited the criteria, an information email about the study to their schools emails. Volunteers were requested to email the researcher. The first three volunteers who suited the criteria mentioned above from each school were chosen to participate in the study. After, the participants were chosen, they were emailed to organize convenient and comfortable times and places for the interview. They were also sent the consent forms to become acquainted with them before the meeting. The researcher provided the printed consent form for each participant. Participants read and signed the letter during the data collection meeting. A copy of the consent form, in English, and Russian are included in Appendix A.

Three volunteers were chosen from the first school and another three students selected from the second school to take part in the current study.

3.7. Data collection instruments

This section will describe the data collection instrument used to conduct the research. A semi-structured interview was chosen for data collection. Semi-structured open-ended interviews suit in-depth investigation of the phenomenon because the researcher is able to ask specific and prepared questions, but at the same time may change them during the interview to ask supporting questions to gain more in depth information (Creswell, 2007). The prepared questions ensured comprehensive coverage of crucial topics related to the main research question. A copy of the interview questions, in English, and Russian, are included in Appendix B.

The interviews lasted approximately one hour and were audio recorded with the permission of the participant. Five of the interviews were in Russian, because all students are fluent in this language and Russian is the language of instruction at both schools. Only one participant decided to choose English as the language of the interview. The interviews were held

outside of the school to ensure confidentiality for the participants. The researcher made notes during the interview on the interview protocol, to record observations about the nonverbal behavior of the participants. The recorded versions of interviews were transcribed. Each participant's name was replaced with a pseudonym.

3.8. Data collection procedures

After receiving ethical approval from Nazarbayev University Graduate School of Education Research Ethics Committee the process of data collection started. The letter of ethics approval is included on p.iii. Institutional ethical permission from a research review board is essential (Creswell, 2012).

The process of data collection started with gaining access to the research sites through providing a letter of invitation and organizing explanatory meetings with school principals. A copy of the letter of invitation to the principal, in English, and Russian are included in Appendix C. Volunteers were chosen to participate in the study with the help of the career guidance coordinator. The career guidance coordinator provided an interface between the researcher and future participants to gain access to students who suited the criteria.

After receiving emails from volunteers, the researcher emailed the potential participants to organize the day and date for the interview. At this stage, participants were provided again with information about the study, its purpose, research questions, the way the data would be analyzed, stored and reported through a consent form which is included in Appendix A and correspondence with the researcher. They were informed about the ability to withdraw from the study at any time and that they can refuse to answer any question they feel uncomfortable to answer.

The face-to-face interviews with students took place in January and February of 2020 outside of the school, during weekends. The interviews were schedule during weekends because students were busy during working days at school and this enabled organization of interview

locations outside of the school to ensure confidentiality. At the beginning of each interview participants were reminded about the purpose of the study, the confidentiality of data they shared, and they were asked to sign the consent form. The interviews were voice recorded, with the permission of study participants. None of the participants were known to the researcher, so they felt comfortable answering the questions. During the interviews, the interview protocol was employed as a tool to remind the researcher questions related to the study, to take notes and mark down participants' emotions.

3.9. Data analysis

The process of data analysis commenced immediately after each interview. This approach helped the researcher to have fresh information about the interview process. All interviews were recorded on a mobile phone and then transferred to a personal computer. The information on the mobile phone was deleted right after it was transferred. The interviews were transcribed verbatim and translated into English. During transcription, the participant's names were replaced with pseudonyms to keep their information confidential. The transcripts were shared with participants for "member checking" to ensure the accuracy of the data. The process of member checking enabled participants to delete or edit the transcript for accuracy. Member checking is a great help for both participants of the study: participants double-check the accuracy of shared data and the researcher gains credible and genuine data (Scott & Usher, 2011). None of the participants amended the provided transcripts.

The transcribed and translated data were read thoughtfully several times and after were split into codes and categories. A thematic analysis approach was used because it helps with "segmenting and labeling text to form descriptions and broad themes in the data" (Creswell, 2012, p. 267) and helps the qualitative researcher to spot specific patterns and themes to directly address to the research questions (Scott & Usher, 2011). With the help of this approach the text was divided into parts, those parts were labeled with codes. Afterwards the codes were organized

into main categories. Next, the data was displayed in a matrix to see similarities and differences in the data in accordance with all six participants of the study. The created categories were analyzed in accordance with the research questions and the four main themes were created. Appendix D provides an audit trail for the data analysis process and includes: codes, a display table and organization of the data into themes.

3.10. Ethical issues

The study was conducted in accordance with the ethical research standards of Nazarbayev University. The ethical principles, such as the preservation of participants' anonymity, respect to the participants' dignity, confidentiality, transparency and honesty of communication and privacy protection are key elements that ensures the quality of qualitative research (Creswell, 2013). These principles informed all aspects of this study, as required by the NUGSE Ethics Committee.

The names of the schools are not included in the study. Participants' selection was on a voluntary basis. All participants were given a number so that no participants' real names were mentioned in the study; they are identified by the use of codes with numbers like participant one, participant two, etc. Any other characteristics that could reveal the participant's identity were not mentioned in the study.

The place and time of the interview was known only for participants of the study and the researcher. All the gained information about participants and from the interviews were saved on a computer protected with a password. The collected information (interviews, protocols, coding and consent forms) will be destroyed within 5 years after finishing the research.

Due to the researcher working at the same school as three of the participants, the communication occurred with them only by email. The information from interviews was used only for research purposes. The information was not shared with any other members of the school communities. Moreover, any information that was mentioned, as "off the record" was not

used in the study and was not recorded in the transcript (Creswell, 2012, p. 231). The participants reviewed and double-checked the transcript of the interview and had the opportunity to delete any information, which they did not wish to be used in the research.

Participation in this study involved only minimal risk related to the loss of time for the interview. In order to solve this problem, the participants were interviewed in a convenient and comfortable place and time for them. While this topic could be considered to be of a sensitive nature, the focus of the study is only on exploring the topic of academic misconduct; participants were not asked to disclose sensitive information or examples of personal misconduct or personal behavior, and participants were able to refuse to answer any of the questions. Moreover, participants were allowed to withdraw from participation in the study at any time.

3.11. Quality of the research

This study was organized and conducted with the intention to ensure that it suits the quality criteria of qualitative research. The six concepts for defining and investigating quality were used: credibility, transferability, dependability, conformability and authenticity (Guba & Lincoln, 1994). The first criterion, credibility were achieved through ensuring that the finding of the research will be credible through recording, transcribing and member-checking process of audit trails with participants of the study. Dependability criterion was achieved through presenting the sample audit trail, codes, themes and displays board in Appendix D that can be used further by another researcher to produce the same findings. Next, criterion, conformability, is checked through the way the researcher has presented findings that should be based on direct participants' responses rather than researchers' own biases or perspectives (Guba & Lincoln, 1994). This criterion was ensured by presenting excerpts of participants' answers in relation to each of the arisen themes. The authenticity of the research, has been gained through the member checking process, peer review with groupmates and supervisor feedback. However, the criterion,

transferability was partially achieved by conducting the study in two sites but with small participants' number – six participants.

3.12. Conclusion

This chapter described the methodology of the current study. The reasons for choosing an interpretivist, qualitative, phenomenological approach were shared. The information about the research site, participants and the way they were selected were described. The procedures of data collection, data analysis and ethical considerations were explained. Finally, quality of qualitative research was provided. In the next chapter, the main findings of this study are presented.

Chapter 4. Findings

4.1. Introduction

This chapter presents the findings of the current study, which aimed to explore high school students' perspectives and attitude towards academic misconduct in Nur-Sultan city and the factors that influence their intentions to engage in or refrain from misconduct. The research was conducted through a qualitative research design to answer the central research question of the study: What are high school students' understanding of and attitudes towards academic misconduct in Nur-Sultan. The research question was unpacked through three guiding questions: 1) How do students define academic misconduct in the school context? 2) What are the reasons that influence students to engage in academic misconduct? and 3) What would inhibit student academic misconduct?

Six eighteen years old students from two schools of Nur-Sultan, currently enrolled in 12th-grade, were selected to take a part in the current study. In order to keep the names of participants confidential, each participant was given an identification number. The data collection occurred through semi-structured one-on-one interviews, which were transcribed, translated, and analyzed. The transcripts were coded to identify patterns of responses, which were categorized into themes according to the guiding questions. Quotations from the interview transcripts is used to provide justification and support for the themes identified.

The findings of the study will be presented according to three main topics: 1. Students' definition of academic misconduct and their attitude towards it; 2. Influences on students' academic misbehavior; and 3. Influences limiting academic misconduct.

4.2. Students' understanding of academic misconduct

This section presents students' understanding of academic misconduct in a school context. "Understanding" means the way students are acquainted with the term, how they perceive it and their attitude towards it. Students' answers for the first research question, "How

do students define academic misconduct in the school context?" were analyzed and synthesized into the themes: students' familiarity with the concept of academic honesty, students' definitions of academic misconduct, including the identification of types of misconduct and students' attitude to academic misconduct.

4.2.1. Familiarity with the concept of "academic honesty". All of the participants of the study were familiar with the terms "academic honesty" and "academic misconduct". Participants' were familiar with the terms mostly from academic honesty code documents called "Rules of Academic Honesty". In the first school, the hard copy of the policy was given to the students and their parents to sign. In the second school a set of rules "Academic Honesty Policy" are available on the official school website. All students said they, and their parents, had signed an official document about academic honesty before entering the school at seventh grade and repeatedly every year, when they transferred from one class to another. Three students from the second school said that there are official materials presented on the official school site homeroom and subject teachers always remind them about that information.

I sign the document about academic honesty every year from the seven grade. This document provide[s] the definition of it and its types. Also, homeroom teacher[s] send us the same link every year about the academic honesty. The link is a school site with rules. Other teachers, subject teachers I mean, remind us the rules before summative assessment. (Participant 4)

Our school has their own website. There, on this website you can find the materials about academic honesty, its types. Also, there are materials how to avoid plagiarism for example. (Participant 6)

Another three students from the first school said that there is no additional information than the document they sign every year, but teachers provide oral reminders about the academic honesty code every time when it is necessary.

I signed a specific document before entering the school at seven grade. Also, I know, my parents sign it too during parents meeting with homeroom teacher. Homeroom teacher give us this document every year to sign. (Participant 1)

Homeroom teachers and other teachers always say, “Don’t cheat guys”. Specifically, they remind us the rules at the beginning of the year during class meeting (homeroom teacher), and during summative assessment (teachers). I heard a lot about it during external examination on 10 grade. Those days we had printed rules on every table. (Participant 2)

All respondents were familiar with the term “academic misconduct” or “academic honesty”. They had signed documents annually to verify their understanding of the policy and received oral reminders about the policy throughout the year from specific teachers.

4.2.2. Defining academic misconduct and recognizing its types. Despite their familiarity with academic honesty rules, only two of the six participants were able to provide a clear definition. The other four participants struggled to define the term but were able to give examples of types of behavior they perceive as misconduct.

I think “academic misconduct” is an antonym to the word “academic honesty” and it means to perform dishonest actions while exams or during formatives when you are at school or university. (Participant 1)

“Academic dishonesty” and “academic misconduct” are synonyms – bad actions you perform to achieve better results while examination. Every kind of actions that are illegal according to the rules of school. (Participant 6)

Participants identified several types of academic misconduct. They noted the following actions as examples of academic misconduct: cheating on exams, copying the homework assignments from groupmates, plagiarizing, delaying the assignment, hiring someone to write the assignment, buying ready answers, using cell phone on exams to find answers in internet, using

“shpargalka” (crib notes), and using inappropriate citations or references. The frequency with which each type of misconduct was identified is represented in Table 2. They noted that they witnessed or performed these types of misconduct or they were aware of the type from the academic honesty code. Cheating, coping homework and plagiarism were identified as the most common types.

Table 2. Types of academic misconduct identified according to frequency

Type	Frequency
Cheating on exams (or while summative and formative assessment)	Identified by all six participants
Plagiarizing	Identified by all six participants
Copying the homework assignments from groupmates	Identified by all six participants
Using cell phone on exams to find answers in internet	Identified by five participants
Using “shargalka”	Identified by two participants
Buying ready answers	Identified by two participants
Hiring someone to write the assignment	Identified by two participants
Using inappropriate citation or reference	Identified by two participants
Delaying the assignment	Identified by one participant

Participants said:

Cheating is the most popular way of academic dishonesty in our school. Students do it, usually while summative assessment. (Participant 3)

I am acquainted with plagiarism closer after global perspectives and project work course (GPPW). I saw the term in honesty code and heard the word, but did not use it. I know it is bad. But I feel it is very common thing here. Students plagiarize, I am sure.

(Participant 5)

People act several ways dishonestly like cheating or coping homework. Also, students prepare “shpargalka” and use it if they have an opportunity, when teachers don’t see, or use cell phone, that they hide in a lavatory or in trousers. I heard about that sometimes students leave books in lavatory and are trying to use it too when they have a chance.

(Participant 6)

Students are aware of a wide range of misbehaviours that constitute academic misconduct. The participants from both schools believed all of the types of misbehaviours mentioned exist and are prevalent amongst the student body.

4.2.3. Students' attitude to academic misconduct. Four participants revealed that they have committed academic misconduct, knowing that they are consciously violating the rules of the school. They claimed that they were doing a wrong action from the perspective of their own values and from the perspective of the school rules.

I got acquainted with plagiarizing closer on GPPW [global perspectives and project work]. So it means I have plagiarized one or two assignments until the teacher told me to stop doing it. I know also that most of my groupmates do so. Cheating happened too.

(Participant 5)

I did some misconduct when I was younger, in seven and eight grades. I cheated on formative assessment in class, I do not know why (smile) and of course on summative assessment in the end of the term. It was important for me to be an A students that times.

(Participant 1)

Two participants said they did not commit academic misconduct and perceive it as a wrong action in accordance with their personal values. However, they claimed that they have a neutral attitude to cases of misbehavior by their groupmates.

Cheating happens. All of them have their own reasons to do so, I guess. I saw my peers doing this several times. I am not doing it, but I do not blame others for such actions. As I said, there are reasons that provoke them to do it. (Participant 3)

All six participants were aware of academic misbehavior and witnessed violations by their peers. They were all aware that academic misconduct was an offence.

4.3. Factors that influence students' academic misconduct

All participants have witnessed academic violations among their peers and four out of the six participants were engaged in academic misbehavior. Participants revealed the main factors that students attribute to their decisions to act with academic honesty or dishonesty in the school context. The factors the students identified were divided into personal factors (moral development, self-organization, and subject preferences) and external factors (pressure to be an A student, peers influence, teachers' attitudes and behaviors).

4.3.1. Personal reasons to engage in academic misconduct

Moral development. The students' responses provided an understanding about the personal factors influencing their decision to engage or not engage in academic misconduct.

Only two participants stated that they have never engaged in academic misconduct and believe that they are not likely to behave dishonestly in the future. The fear of consequences or the importance of following the rules stated in the code of honesty were more important for those participants. In addition, one of the participants added that it is more important to rely on oneself and one's own knowledge to deal with the problems of adult life in future.

I have never face with academic misconduct from my own side but my group mates' side. And definitely I don't want to do it. I am too afraid of consequences of this and of course I understand that it is illegal and dishonest. (Participant 6)

I do not really need it. I am an A student. I do not want to lose everything because of my laziness. Moreover, there are the rules. We must follow them. We are here, at school I mean to prepare for life. Those rules are made for the sake to prepare us. University life will be much harder. (Participant 3)

Those words give the understanding that academic misconduct is a dishonest behavior, the academic code of conduct directs the students to know what must be done, and there are rules that must be followed and consequences that might appear.

Four participants indicated that they have engaged in academic misconduct and that they are ready to repeat such misbehavior. The participants are aware of the academic honesty code but have no intention of complying with it. They said that it is not important for them to follow the rules when there is an important goal such as high academic performance or having good relationships with peers.

For this moment, GPA is important, the last year of studying. So, we cheat sometimes.

(Participant 2)

Sometimes people ask me to help, I know the rules, but they are my classmates. I am not saying that they are forcing me or pushing to do so. It is my choice. I wanted to help.

When I need a help, they will help me too. (Participant 4)

Two participants explained their decision to act with misconduct as a choice based on their disinterest in the subject. Because they are not interested in the subject, or because they do not need to study it, they knew their actions are wrong, but they felt neutral about their actions, when the subject does not matter for them or has no influence on their future.

Not all subject we study matters. So cheating on them is not ok of course but does not influence so much. (Participant 5)

There are subjects that I do not need in the future. So cheating on them is not a big problem. (Participant 1)

The students mentioned they were engaged in such misbehavior not because of their family values but because of peers' influence and school atmosphere. By school atmosphere, they claimed teachers' attitude towards academic misconduct, in case when they ignore it, students are more likely to join in academic misbehavior cheat.

All my classmates cheat. We help each other mostly with homework or on summatives. I know it is wrong, and I was said so by my mother. But sometimes we need it, for different reasons. (Participant 2)

There are some teachers who use the same summative assessment for the term (SAT) with each of his/her class. They know that we know the answers and still use the same works. They do not care or too lazy or busy to create new. So people use the chance. It is normal. (Participant 1)

Of the four students who had engaged in academic misconduct two participants have shared that the issue was not important for them. They do not have any negative feelings about their actions or a sense of fear, but when they saw the consequences of such actions with their classmates who have been caught taught, their response is to ensure that they are cleverer next time.

Some of my group mates have been caught while committing academic misconduct, the thing that I learned from this experience is to be more careful next time to not being caught, joke, but yes this is what I have learnt (smiles). (Participant 1)

I have never being caught, but my groupmates have. They write explanatory letter, where they explained why they have commit misconduct and claimed they will never repeat it again. But they commit it again. So I think it is not a big deal to cheat. There is no strict consequences. (Participant 4)

Two participants said that the process of academic violation causes them to panic and feel guilty. They claimed that they were ashamed because of these actions and felt badly afterwards. However, those feeling did not stop them engaging in misconduct again.

I only copy homework assignment and I always was ashamed. Always promised myself to stop and prepare on my own next time. (Participant 2)

After plagiarizing, I felt bad. Of course, the teacher told me to not do it again. I was very ashamed in front of her. (Participant 5)

Another two participants, who have not engaged in academic misconduct, said that they feel irresponsible and to perform academic misbehavior in front of the teacher to misbehave. In addition, they mentioned their family would respond negatively if they were known to cheat:

Even if my grandmother was very negative towards bad marks, she has never been positive about cheating. I mean, she would also scold me if I get good marks but through cheating. (Participant 6)

Lack of personal organization. Participants claimed that lack of self-organization is one of the key elements contributing to academic misconduct. When students fail to self-organize – that is to manage their time to complete the required quantity of work – they demonstrate “laziness and procrastination” (Participant 3) or “underestimating the amount of work that must be done” (Participant 5), they can behave dishonestly.

Participant 4 said that in times when there is too much work that must be done beforehand sometimes the student chooses the easiest way to solve the problem, and this way is cheating. Other participants said that the same reason might be motivational for their classmates.

When there is no time left to prepare, you come to class and ask for help. My groupmates do so too. (Participant 4)

The main factors that can cause academic misconduct is laziness. When you don't want to try. (Participant 6)

Therefore, laziness and procrastination is one of the most common factors that influences students' academic misconduct.

The value of the subject to the student. Another reason for academic violation mentioned by almost all of the participants was the perceived value of the subject they are studying. The subjects the students study in 12th grade could be divided into two types - mandatory and selective, or as the participants said, subjects that they really like and need for their future (selective) and the subjects that they must study just because of the school rules, but

they are less important for their personal development or future employment. Most of them said that at the age of 18, they really know what future employment they want and have already applied to the university they want to study in accordance with their preferences and selected subjects at school.

There are subjects that I do not need in the future. So cheating on them is not a big problem. But cheating on subject that I really like is bad. I mean it is something that I wants to do whole my life. I should study hard. Do on my own. (Participant 1)

We have some subjects like Kazakh or Russian languages that are not affecting my future profession at all, which going to be connected with chemistry I hope. But teachers of this subjects are not taking into consideration that we are all busy with other subjects that are much harder. They are asking to write essays, compositions and read books. I do not need all this for this moment. Exams are coming. So sometimes instead reading I ask my classmates to help or read ready prepared materials in Internet. (Participant 4)

Some students add that mandatory lesson results directly affect their overall GPA after graduation. Therefore, in some cases they cheat to get good results on the subjects they do not want to study, but in which they need good academic results.

There are no external exams for such subjects as Arts or Russian literature, but summative assessment tests every term. The results goes directly to timesheet when we finish the school. Therefore, it affects the overall GPA result, which is important when you are applying for the university. I know this affect the choice of my groupmates to cheat and plagiarize. (Participant 3)

The GPA and overall external exams results are important for me for this moment because I want to study in a good university. So, sometimes when there is no time for such subject as chemistry, which is not my profiling subject, I allow myself to ask for help or prepare "shargalka". (Participant 2)

The way students perceive the subject they are studying highly affects their decisions to be engaged in misconduct. When they perceive the subject as something not valuable, they will commit academic violation, but when the subject is important, desired and necessary, any misconduct is considered as wrong and less likely to be performed.

4.3.2. External reasons to engage in academic misconduct

Pressure to be an A student. Participants perceive that there is pressure to achieve high results. They make distinctions between two types of pressure: inner pressure – from themselves, and outer pressure – from family and teachers (the school).

I am the eldest child among the whole family; therefore I have some kind of responsibility to do well at school, to be best. And I am actually ok with that responsibility and I am doing well. I want to be a good role model for siblings. However, I have a pressure on my shoulders. (Participant 1)

My older brother and sister have influenced me a lot. They also were good students.

Looking at them I understood I also should be responsible for my studies. (Participant 3)

Participant 6 was pressured by the family, in particular the grandmother, from an early age:

In my family it is important to be an A student. All family members were A students in school and university. When I was a child, my grandmother told me if I get B, I would not be allowed to enter the house. I still have this fear. I do not say that when I get B it really happened; actually, she really supported me. But the fear stays with me even now, in 12 grade (smile).

Participants also noted the external pressure from parents and teachers in accordance with gaining entry into higher education.

In 12 grade it is important to not fail, it is the last year, so marks are important for overall GPA results. The opportunity to lose the future is significant pressure. Entering the best university and receive a scholarship it depends on the GPA, good GPA. (Participant 1)

These factors of inner and outer pressure to perform well academically influenced students' behavior to be engaged in misconduct. Both inner and outer factors could influence the students' decision to be perform or not perform the violation in an equal manner.

Peers influence. Two participants said that there is no harm done for them if their classmates cheat or behave with academic dishonesty, their own behavior is not affected by it. Both of them were identified, as students who have not engaged in misconduct. Therefore, they are independent from the influence of their peers.

As for me, it is more important the way I behave. I do not really care about my classmates who break the rules. They do not really understand wider consequences of it. (Participant 6)

When my groupmates cheat, I witnessed it several times. But I am very tolerant towards them and understand their behavior. In our culture, it is not a problem if you cheat but low marks. So as I said I do understand. At the same time I do not follow them, and do not break the rules, when they do - each has his own head on his shoulders. (Participant 3)

However, they also said that peers could influence them by co-opting their assistance during exams or to copy their homework. In this case, the student views represent the whole range of responses – from refusal to cooperation. Students are aware of the rules associated with aiding and abetting. Participant 6 believes requests to aid and abet are unfair:

From the rules of academic code, I know that helping others on exams for example is also considered as cheating. So I don't help. I know they are my friends but they should study

too as I did. I found time to prepare even if I did not want. So it is unfair. But they were trying several time to get me into this. I was strong (smile). (Participant 6)

Another participant presented the dilemma that such requests cause. The participant said that helping each other is not wrong and shared there are certain invisible rules in the class that are not required to be observed, but are nevertheless desirable and are welcomed by all class members. Friendly relations with classmates are important and necessary for the common good.

There are some hidden rules in the class I am studding in. You know, we are very friendly and always are there for each other. I am not saying we are breaking the rules all the time and nobody study. No, we study; we are the class with good result. But sometimes when people need, we help. (Participant 1)

Finally, there are students who are very aware of their behavior and unconcerned by the behavior being considered as misconduct. Participant 4 assists his peers despite believing such actions are unfair.

Helping each other is unfair of course. But when my groupmates ask for help I help.

Usually only with homework assignments. The Earth is round (what goes around comes around). (Participant 4)

And finally, Participant 1 justifies his actions by believing cheating is widely practiced and acceptable.

All cheat. Do not believe if they say they do not. Therefore, I do too. I want to use every chance I have. Why not? But of course I know it is bad (smile). Sometimes the end justifies the means. (Participant 1)

The perception that the whole class is cheating normalizes the behavior and diminishes the view that it is connected with dishonesty or breaking moral rules.

4.4. Factors that inhibit academic misconduct

According to participants', teachers play an important role in decreasing the level of academic misconduct. The schools' and the teachers' attitude and understanding of academic misconduct shapes students' understanding and attitude to this phenomenon. Two main themes appeared: the role of teachers' warnings and the importance of invigilation.

4.4.1. Teachers' warnings. Every participant answered that teachers remind students about the academic honesty code throughout the academic year. One of the participants shared that teachers are more likely to remind them of the academic code at least once a term, specifically before the summative assessment, and there are some teachers that do this even before formative assessment during general lessons.

... mostly they speak about cheating, like they always remind don't cheat, do your work individually and so on. (Participant 4)

Participants distinguish between the attitudes of teachers and students to formative and summative assessments. Participants noted that most of the teachers remind students about the code by adding the information into the assessment criteria in a written or oral form before summative assessment tests. In addition, they add there are some teacher who are very careful before the summative assessment test because students are assessed for that but less vigilant about the academic honesty code with formative assessment that students complete during lessons because there are no marks awarded. The participants who commit academic misconduct such as cheating and coping have done it with small homework assignments or during classroom work.

I think in most cases students cheat formatives and copy the homework because teacher don't care". (Participant 3)

We are not having marks for formative assessment on the lesson that we do and no marks for homework assignment. The marks for the term are generated from our summative

assessment results. We copy homework from each other sometimes because teachers are not assessing it. (Participant 5)

Another participant mentioned how teachers deal with plagiarism by suggesting students use APA formatting for presentations and project work.

There are some subjects where teachers help us to get acquainted with some techniques to avoid plagiarism in paper assignments or while presenting this information. And I use those skills on other subjects too. (Participant 5)

Teachers' attitudes towards academic honesty play a role that could influence students' attitude towards the academic code. Warning from their side about the importance of following the academic honesty code could be crucial as the only source of such information for some of the students. Moreover, in case when teachers are witnessing students' academic misconduct, but the consequences are not enacted and when those teachers do not indicate the importance of the issue, students in this situation are more likely to be engaged into academic misbehaviour.

4.4.2. Teachers' invigilation. Participants were asked about other methods teachers use to combat academic misbehavior. Most of the participants believed academic code talks and teachers' warnings are useful tools that can help students to resist academic misbehavior but there were the cases when they become a "victim" of misbehavior from their peers on big examinations. Therefore, the only tool that can be used is proper invigilation from the teachers' side while the examination takes place every term. Some participants said that teachers' being responsible for invigilation is one of the best ways to keep students to be aware of academic honesty and to be honest.

I think the main tool to prevent academic cheating is teachers, the way they attitude towards it. For example, when teachers are invigilating responsibly, nobody can and want to cheat. When teachers pay a lot of attention to cheating, cheaters catch violators, and

report misbehavior – in their classroom there is no chance to cheat. We have such teachers. (Participant 4)

Participants claimed that when the teacher does not invigilate effectively, he or she actually commits academic misbehavior too by giving the student the opportunity to cheat without any consequences. Such teachers' behavior encourages an atmosphere of permissiveness that negatively affects the behavior of students.

There are some teachers who does not care or just want to help; I do not know their motives, sometimes during summatives they just leave the classroom when there is a test or start doing their own business on computer. This actually annoying. I don't say I use the situation but some of my peers asked me for help, and distracted me. (Participant 6)

Sometimes teachers help us with materials for external examination. I know they want to help but it is a clumsy assistance. They actually don't help but do worse. (Participant 1)

In addition, participants claim due to examinations they have, summative assessment, every term on every subject they study, proper and conscious invigilation is a tool that really helps to be academically honest because: “you just don't have an opportunity to cheat” (Participant 2) and “you don't copy from a peer exam paper” (Participant 4).

Teachers' attitude to invigilation helps students to be honest morally because “you see how they are working, almost one hour or more on foot without sitting” (Participant 3). So some students appreciate such attitude from the teachers' and are more likely to be academically honest.

4.5. Conclusion

This chapter has presented the most significant findings of the conducted study, which were obtained from semi-structured interview analysis. The chapter was divided into sections and sub-questions in relation to research questions and major findings. The first section represented students' understanding of academic misconduct, the way they were acquainted with

the term, its types and their attitude towards it. The second section provided factors that lead students to commit academic misconduct as students' moral development, self-organization, subject importance, pressure to be an A student and peers' influence. The third section introduced the factors that prevent academic misconduct in a school context as teachers' influence and the way they perceive academic misconduct. The next chapter will situate the findings in relation to the existing literature.

Chapter 5. Discussion

5.1. Introduction

In the previous chapter, the main findings regarding students' understanding of academic misconduct and factors that influence such misbehavior in a school context were presented. This chapter discusses the findings of the study in relation to previous studies conducted in the field of academic misconduct, which were presented in the literature review in chapter two. The discussion chapter is divided into three sections reflecting the findings and organized according to the research guiding questions: 1. students' understanding of academic misconduct, 2. factors that lead academic misbehavior, and 3. factors that inhibit academic misbehavior.

5.2 A model of influences on students' decisions to engage in academic misconduct

The findings of this study can be represented in a model of the influences on students' decisions to engage in academic misconduct. The model is represented in Figure 3. This model shows that students' decisions to engaged in academic misconduct are influenced by different internal and external factors such as their moral development, self-organization, the value of the subject, the desire to be academically successful and peers' perception. The teachers and their attitude are represented as a force that could inhibit students' from participation in academic violation.

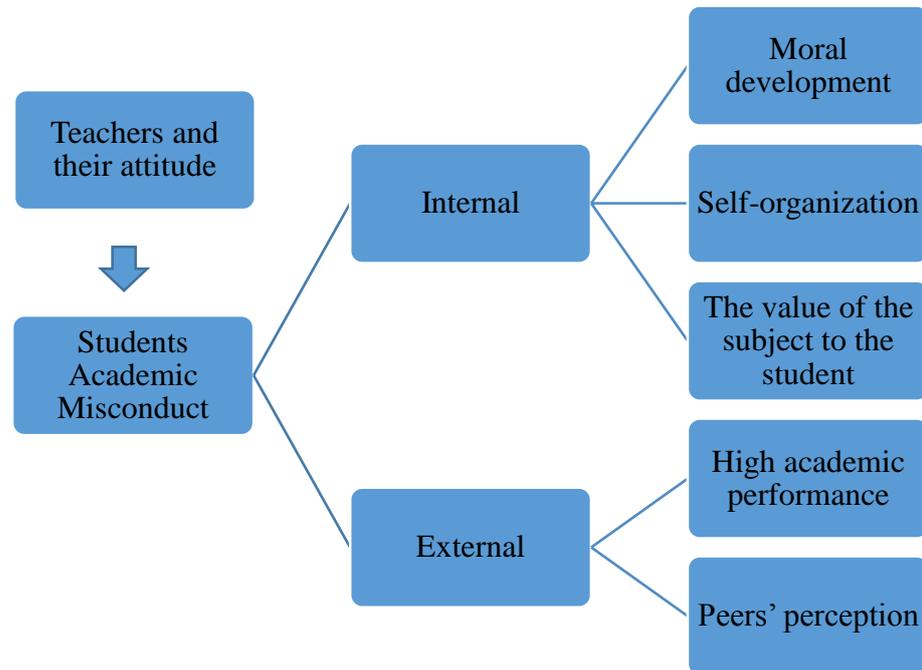


Figure 1. A model of influences on students' decisions to engage in academic misconduct

5.2. Students' understanding of academic misconduct

According to the findings of the current study, most of the participants have a clear understanding of the term “academic misconduct” in the high school context. They have developed that understanding from the academic honesty code presented in school. Each year the students sign a copy of the code and teachers provide oral reminders. The same appeared in McCabe and Trevino (2003) and Jowanna (2012) study where it was found that the use of an honesty code makes a difference in students' understanding and helps to prevent academic misbehavior desire among students.

The students perceive that teachers have a responsibility to emphasise the issue of academic honesty to students. The same was revealed by Jowanna (2012), that students lack self-organization and therefore the teachers are key elements who must promote the code for its successful implementation. Also, Rinn et al. (2014) suggested the theory of locus of control and claimed that in cases when students do not take responsibility for their actions they consider that someone else is responsible for those actions. In this study many students had an external locus

of control, believing that teachers were responsible for preventing academic dishonesty. Even students that believed academic dishonesty to be wrong, still believed teacher actions were vital for inhibiting such behaviors. In this case when the locus of control is identified as external, teachers should try to prevent the dishonest actions by promoting the code of conduct and giving oral reminders.

Despite this knowledge, two thirds of the participants indicated that they have committed academic misconduct in the past and that they intend to breach the code of conduct in the future. This aligns with McCabe, Butterfield and Trevino (2006) where it was detected that the honesty code is not a useful tool to prevent students from dishonest actions and that other methods must be implemented to solve the issue.

The participants revealed nine types of misconduct they believe occur in their schools: cheating on exams, plagiarizing, copying the homework assignments from groupmates, using cell phone on exams to find answers in internet, using "shargalka", buying ready answers, hiring someone to write the assignment, using inappropriate citation or reference and delaying the assignment. The most common types of academic misconduct according to all participants were cheating on exams, plagiarism, and aiding and abetting. This finding aligns with the study of Pincus and Schmelkin (2003) where they discovered 28 types of academic misconduct. In their study, participants identified only eight acts as a dishonest behavior, the other twenty types were not identified as acts of misbehavior but students have committed them. This findings reveal that not all types of academic misconduct could be identified by students which causes a limited awareness. Therefore, with limited understanding or knowledge of what is considered as academic misconduct, students will more likely to commit it unconsciously. When students are limited in their knowledge of types of misbehavior, they are more likely to commit one of it. In case when teachers are not paying attention on arising situation and are not informing students about the new types, those students will commit misconduct unknowingly (Lupton & Chapman,

2002). Teachers should not expect that the students study the code on their own. The study suggests that teachers always should remind students the rules of academic honesty and consequences of academic misconduct in details, especially before the large assignments.

5.3. Factors that influence students' academic misconduct

This subsection connects with the literature related to the factors that influence students' academic misbehavior in a school context. The findings revealed there are two types of factors that cause students' academic misconduct - personal factors: moral development, self – organization, subject type and external factors: pressure to be an A student, peers' influence, teachers' promotion.

Moral development. According to the Kohlberg's Moral Development Theory (1971), there are six stages of people's ethical evolution. He identified the level of people's moral development by putting them into situations considered as dilemmas. Kohlberg (1976) claimed that the high school and college students should be on stage three or four of their moral development. The third stage describes people who are trying to be consistent with the expectation and rules of the community in which he/she is living. The fourth stage is a law and order orientation stage where the individual's behavior is constructed by the society and he/she will not commit misbehavior because it could badly affect the whole society system (Kohlberg, 1976). According to the findings of the current study, it could be claimed that there are no participants who could be located at stage four by reference to the Kohlberg's description. None of the participants expressed the view that following the rules of academic honesty is important for the whole school community, nor that breaking the rules could badly affect the system of the school and consequently the society in general.

Two of the participants could be described as people that suit the third level of morality development because their actions were consistent with the norms of the society in which they are living – their class community where committing academic misconduct such as cheating and

coping homework is common and generally approved. In case when academic misconduct as cheating is (in our case), a normal action for the group of people the individual is in interconnection, so he/she will commit cheating because it suits the norms of community (Kohlberg, 1976). Participants said that they have been engaged in such misbehavior to suit the expectation of the mass. Another two participants could be described as individuals at the second stage because the main reason for committing academic misconduct was to harmonize with “self-interest” such as high academic performance or having a good relationships with peers. According to Kohlberg (1976), the second stage aligns with people’s behavior when they choose to misbehave for their personal profit. Two of the participants could be located at to the first stage because following the rules of academic honesty was fostered by the fear of being caught and punished. The very first level of Kohlberg’s morality development theory describes people as docility or retribution oriented, this means people would avoid academic when they know there is a punishment or zero tolerance of dishonest actions (Kohlberg, 1976). Participants said that they were informed and witnessed the possible consequences, so preferred not to be engaged in violations because of that fear.

Lack of personal organization. Duff, Rogers, and Harris (2006) and Click (2012) believed that academic violation usually depends on the student’s intentions to do it and could be caused by students’ irresponsibility, laziness and procrastination. Yu, et al. (2018) in their quantitative study revealed that “students who lacked self-control held favorable attitudes toward academic misconduct and perceived cheating opportunities” (p. 570).

The same findings appear through the results of the current study. Most of the participants said the types of academic misbehavior that had happened with them or their classmates, were caused by laziness or procrastination. All participants, those who have engaged in misconduct and those who have not, said that one of the most important factors that influence them is the level of their “self-organization” and readiness for lessons and exams. Here it could

be said that those students who have not engaged in misconduct were self-controlled and prepared for tests and lesson rather than those four who admitted such misbehavior. Here it could also be mentioned that those two students experience an internal locus of control, they believe that successes or failures are dependent on the way they behave and their own attitudes towards the situation. The other four students could be considered as individuals with an external locus of control, who do not own their misbehavior because they perceive that others control their actions. This aligned with Rinn et al.'s (2014) findings, where individuals with an external locus of control tend to commit academic violation more than those with an internal locus of control.

The value of the subject to the student. This subsection presents another important reason that could influence students' academic misbehavior. According to the findings, the students are ready to engage in misbehavior when the subject they are studying is unimportant for them or not influencing their academic performance in general. The participants who have been engaged in academic violations claimed that one of the reasons that led to cheating was their own perception of the subject they are studying. Subjects that were "optional" are given less of their attention and they are more likely to cheat on summative assessments for these subjects. However, subjects that were "mandatory" were considered more seriously and influenced them to be more responsible and prepared because the consequences could affect their future. The literature has not revealed the same finding as this current study. Therefore, this finding could be considered an important new understanding about students' reasons of academic misbehavior in Kazakhstan.

Pressure to be an A student. According to the study by Miller, et al. in 2017 there is a consistent link between academic violation and students' academic performance. That is supported by the study of Peklaj, et al. in 2001, where they detected that academic misconduct happens mostly in cases when there is a big chance of failure during the test. The information given in those studies aligns with the findings of the current study. It was revealed that there is

an adverse link between academic performance and misconduct. Four out of six participants answered that the pressure or desire to get higher marks and to be an A student is important and motivates them to commit academic violation to achieve the goal. It was also detected that students are more likely to commit misconduct when the result of assessment could affect their overall academic performance or GPA results that are important to enter good university in future. However, there is no evidence found that low academic performance students tend to commit academic violation rather than students with high academic performance, as it was revealed by Miller, et al. (2017) in their research.

Peers' influence. Half of the participants claimed their peers' influence as a reason to commit academic violations. This information aligns with the McCabe and Trevino (1997) study where they found that peers' perception and attitudes towards academic violation could negatively affect the individual's perception of the phenomenon. In cases when peers view academic dishonesty as appropriate behavior, others could be influenced to engage in misbehavior and consider it as natural and permitted. In addition, Al-Dossary (2017) claimed that students are ready to cheat in cases when they witness such misbehavior by their classmates or friends. McCabe, Trevino and Butterfield (2001) proved those findings by saying that peers' perception of academic dishonesty is a strong element that can influence them. Two participants disagreed with peers' influence on their initiation of cheating, but added that peers could engage them into violation through "aiding and abetting".

From the research of Stuber-McEwen et al. in 2009, it was revealed that students' perception of dishonest behavior could be influenced by aiding and abetting factors. In this case, participants were influenced by their peers and committed academic misbehavior by letting their classmates to copy their homework or exam paper. Even if the participants were not actively engaged in cheating, by allowing others to use their work they still broke the rules of academic honesty.

5.4. Factors that inhibit students' academic misconduct

Most of the participants identified teachers' reminders and invigilation as the main preventers of academic misconduct in a school context. Students expect teachers to provide information about the academic honesty code, provide reminders and actively invigilate during examinations. Some participants claimed that not every teacher informs students adequately through reminders or discussion and that their poor invigilation encourages students to be dishonest. This finding aligns with the study conducted by Stuber-McEwen, Wiseley and Hoggat (2009) where they detect the importance of teachers' perception of students' academic misconduct and engagement with the process of developing students' awareness of the code. According to them, teachers' attitude towards the violation and the way they inform students with the code helps those students to be more responsible and commit less academic misbehavior.

The four participants who have engaged in misconduct, who demonstrate the belief in an external locus of control can be related to other findings in previous empirical studies. Rinn et al. and Yesilyurt's findings in quantitative studies conducted in 2014 found a negative connection between external locus of control and students' academic dishonesty. Rinn et al. (2014) claimed that students who tend to believe that their successes and failures depend on external have an external locus of control might perform academic dishonesty.

Hutton (2006) claimed, "the environment created by instructor attitudes, behavior and actions has a significant impact on cheating supports" (p.11). In this situation, it is important to build an honest environment that meets the needs of students to avoid their cheating, the environment where they feel that teachers are concerned about their behavior and are interested in students' development and academic achievements. Those ideas are related to the current study, most of the participants claimed that teachers' inaction encourages them to commit misconduct and feel no guilt, but when teachers are very careful, promote academic honesty

codes and pay attention to students' success, on this occasion it becomes ignominious and disrespectful to engage in misconduct. Four participants that have committed misconduct said that there are some subjects where they do not cheat because of strict teachers who do not allow them to do so, and who are very concerned about the rules. Those teachers who have high expectations of students are much respected.

5.5. Conclusion

This chapter has discussed the major findings of the current study in relation to existing knowledge of students' academic misconduct. The participants of the study were aware of academic misconduct in a school context. Students who participated in the current study were able to articulate clear understandings of the terms "academic misconduct" and "academic honesty". Their understanding developed from the way it was represented in documents presented in their schools. Their understanding of terms were importantly influenced by teachers, their attitude to misconduct and demonstrated by the extent to which they reminded students about it.

According to the answers of participants, they and their peers are acquainted with academic honesty term and academic honesty codes. However, the code of conduct had almost no impact on students' decisions to be engaged into the process of academic misbehavior. The approach used by the school administrations and teachers to combat academic misconduct issues seems ineffective and insufficient. The consequences for misconduct are not seen as deterrents to the behavior and teachers are perceived to be ineffective in their attempts to identify behaviors during examinations. Moreover, school administrators should work with teachers in close interconnection and to build stronger cultures of academic honesty in schools.

Most of the participants understand how academic misconduct is inconsistent with community standards and expectations of honesty in society, but they perceive the consequences to be insignificant both personally and in the broader context of social norms and behaviors. This

could happen because of the moral development stage the students are in. Kohlberg (1976) believed that students of high school or college age should be on the level three or four of their moral development, according to his theory. Only two participants were revealed to be on the level three, but those students at the same time have committed academic misconduct. Another two participants were on the stage two and the rest two on the level one.

Several reasons were revealed to be influencing students' decisions to engage in academic misconduct. Those influencing factors were divided into internal and external factors. The internal factors were students' own moral development, their self-organization and the meaning of the subject for their future life. Pressure to be academically successful, peers' attitude were attributed as external factors.

The current study revealed limited factors that could influence students' disengagement into academic misconduct as teachers' reminders and teachers' invigilation that on the whole is about teachers' attitude, engagement and way to tackle the academic misconduct issue that needs to be developed and modified.

The final chapter presents the conclusions of the study and recommendations for further research are provided.

Chapter 6. Conclusion

6.1. Introduction

This chapter provides a brief summary of the whole thesis by recalling the research questions, the problem that motivated the study, the broad areas of literature reviewed, the methodology that was used and then the main findings. In addition, the chapter will present main limitations of current study, provide suggestions for future research and make recommendations for teachers and school administrators to tackle the problem of academic misconduct.

6.2. Summary of findings

The current study aimed to identify Nur-Sultan high school students' understanding of and attitude towards academic misconduct. As it was identified from the literature review, the problem of academic misconduct is prevalent in many countries and among students at all ages: school, college and university students. The literature available from Kazakhstan also revealed the presence of misconduct among Kazakhstani students. However, studies related to the issue in Kazakhstan focused on university students and no information was available specifically to school students. Most of the conducted studies used quantitative designs that provided broad and general but superficial data. Therefore, the current study was initiated to give address the gap in research in the field of academic misconduct in Kazakhstani context and address the issue through the collection of qualitative data to provide an in depth understanding of the issue related Kazakhstani school students.

The following central research questions was addressed in the current study: What is students understanding of and attitude towards academic misconduct? This question was explored through the guiding questions: how do students define academic misconduct in the school context?; what are the reasons that lead students to engage in academic misconduct?; and what would inhibit student academic misconduct? The questions were answered from data

collected in semi-structured interview with six eighteen year old high school students from two schools of Nur-Sultan city.

It was detected that students were acquainted with the terms “academic honesty” and “academic dishonesty/misconduct” and have a clear understanding of them. Participants shared nine types of academic misconduct they are aware occur in their schools: cheating on exams, plagiarizing, copying the homework assignments from groupmates, using cell phone on exams to find answers in internet, using “shargalka”, buying ready answers, hiring someone to write the assignment, using inappropriate citation or reference and delaying the assignment for untruthful reasons.

The influences on engagement in academic violation were revealed. According to participants, such factors as moral development, self-organization, the value of the subject to the student, high academic performance and peers' perception could influence behaviours. Participants also shared the reasons that might inhibit them from engaging in academic misconduct – teachers and their readiness and empathy to combat the misconduct.

6.3. Recommendations

6.3.1. Recommendations to school administrators

This sub-section covers some recommendations derived from the findings to be implemented by school administrators. Schools play a significant role not only in students' education but also their moral development. Therefore, it is important for schools to provide an appropriate atmosphere for development of values of honesty and integrity. In order to enhance students' academic honesty, it is recommended to implement a three-stage action plan to manage the problems of academic misconduct revealed in the current study. The recommended strategy is derived from a study conducted by Dick et al. in 2002. They suggest the three stages of “pre-empting cheating”, “detecting cheating” and “responding to cheating” (p. 172) in order to tackle the problems of academic misconduct. First it is important to recognize the level of misconduct

happening. After, there is a need to improve the way students' perceive misconduct and try to improve the culture and atmosphere of honesty through different seminars, master classes and conversations. Thirdly, it is important that teachers use strategies to reduce dishonesty, such as creating different variants of assignments so that cheating becomes difficult or of little value (Dick, et al., p.182). Those stages may help to detect, respond and later reduce the number of cheating and other types of misconduct in a school context.

6.3.2. Recommendations to teachers

This sub-section covers some recommendations derived from findings to be implemented by school teachers. As was identified from the current study, teachers are playing an important role in students' awareness of academic code and academic honesty in general in a school context. Academic honesty must be developed to give students an opportunity to become an honest human being who will influence society positively.

Therefore there are several steps are suggested to develop academic honesty.

Firstly, it is important for teachers to develop and enhance their own awareness of academic misconduct, its types, and reasons that influence students to be engaged in academic violations. Secondly, as it was identified from the literature review, technological advancement not only bring new ways of academic misbehavior, but also different methods that could prevent it. Therefore, it is important for teachers to get acquainted with those new approaches against academic misconduct, learn it, and use it.

The next step that could be undertaken is student-centered teaching, where teachers should use teaching methods to bring up the skills that will help students to complete the task without any attempt of misbehavior. Several recommendations related to this were taken the study of Cavico and Mujtaba in 2009 whose findings align with findings of the current study. They recommend teachers to "focus attention on learning outcomes, inform learners of the expected outcome, offer guidance for learning and application, fairly assess the students'

performance for improvement, allow for self-assessment, and provide qualitative and timely feedback each week” (Cavico & Mujtaba, p. 86).

The fourth step is timely punishment. It was revealed from the current study findings and the literature review, that students will not be engaged in academic misconduct if they know and witness the consequences of the wrong actions they commit. Finally, it is suggested to teachers themselves, to be honest, and honestly complete the work they have to do and be a good role model students. The implementation of those steps will be beneficial to students, teachers, schools, and society in general.

6.3.3. Recommendations for further research

In this section recommendations for future research will presented. Firstly, it is recommended for the future study in the field of academic misconduct in Kazakhstan to include more participants with different backgrounds to get profound data that covers various types of students and increases access to broader perspectives on the issue. Secondly, there is a need to explore teachers' understanding, perspectives and attitudes to academic misconduct in a school context. It is important because teachers are playing a crucial role to influence students' academic misconduct at schools, their understanding affect students' understanding of the issue and helps to motivate them to be honest. Only after both teachers' and students' understanding and attitude are researched, will the best actions to combat academic misconduct at school be known.

Additionally, further research of academic misconduct or academic honesty could be done in many other mainstream schools or schools of NIS system to get more in-depth and versatile data to see the bigger picture. Finally, there is a strong need to implement mixed method research designs to reach a higher sample size and collect detailed information.

6.4. Contribution of the current study

The study has addressed a gap in the literature related to student academic dishonest in schools in Kazakhstan, and globally, the study has contributed to the existing quantitative research by examining deeper qualitative data that reveal the influences on students' engagement in academic misconduct. Locally, the study is beneficial for the school administrators and school teachers, as it provides understandings that will help them to combat the issue in the school context. As it was revealed from the literature review, it is important to fight against academic dishonesty now, when students are young and suggestible to prevent the damage it could lead to in the future though other dishonest acts like corruption. Recommendations have been made for further research in this field.

6.5. Limitations of the current study

The main limitations of the current study are presented in this section. The first limitation of the study the small number of participants; only six students took part in the study, three from two different schools. Consequently, the finding cannot be generalized to other school students of Kazakhstan. Secondly, the study was conducted at two schools in Nur-Sultan and the findings may not be generalized to other schools in Kazakhstan. By the qualitative nature of the study, findings cannot be generalizes to whole populations. However, based on the detail provided in this thesis, it may be possible for readers to decide the extent to which the findings may be transferable to other locations.

Additionally, the current study may look over the other factors that can influence students' academic misconduct. Such factors as students' background, schools' cheating cultures, and students' academic performance may not be reflected in current study. Final a limitation is students' readiness to self-report academic misbehavior. Sometimes students are not ready to reveal information for fear of negative consequences by the teachers or the school.

6.6. Conclusion

This thesis has presented a study of high school students' understanding and attitudes towards academic misconduct in Nur-Sultan. In six chapters, the thesis has covered the introduction of the research, the review of previous literature, the methodology that was applied, the findings, and the discussion of the findings in relation to previous literature. The study findings will be beneficial for those who work or study students at school, college and universities to implement changes in order to combat the problem of existing and prevalent problem as students' academic misconduct.

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Appendices

Appendix A. Written informed consent form template

Introduction. You are welcome to take a part in a research study called “Exploring high school students understanding and attitudes towards academic misconduct in Nur-Sultan”.

Procedures. The purpose of this study is to explore high school students’ understanding and attitudes towards academic misconduct in Nur-Sultan. I am looking for voluntary participants from two different schools in Nur-Sultan. Participants should be secondary students in grade 12, who are already 18 years old. Volunteers will participate in a one-hour interview at any time you are available and in a convenient place for you.

Risks. Participation in this study will involve only minimal risk related to the loss of time from conducting the interview. In exploring the topic of academic misconduct, you will not be asked questions that could disclose sensitive information about your personal behavior. Moreover, you are allowed to withdraw from the study at any time or to not answer, any questions that you believe are of a sensitive nature.

Benefits. For you, the benefits from participation in this study will be the ability of to voice your opinions and to reflect on the topic of academic misconduct. Moreover, this study will contribute to teachers’ understanding of students’ attitudes toward academic misconduct and their behavior. Therefore, it will be useful for educators to know reasons for student’s academic misbehavior and will provide them with useful information and give a chance for further changes in solving the problem.

Compensation. There is no compensation planned for participants of the research. You will receive a digital copy of the final version of the thesis.

Confidentiality & Privacy. As a researcher I will maintain confidentiality of the information provided by you by: ensuring your names and your identity remain anonymous to everyone other than the researcher; keeping the gathered information on the locked, password protected computer for confidentiality; destroying the collected information (interviews, protocols, coding and consent forms) within 5 years after finishing the research.

Voluntary Nature of the Study. Participation in this study is on a voluntary basis. You are allowed to withdraw at any moment up until the final presentation of the thesis.

Points of Contact. It is understood that should any questions or comments arise regarding this project, or a research related injury is received, the Principal Investigator, Umit Adekenova, 87710152051, umit.adekenova@nu.edu.kz should be contacted. Any other questions or concerns may be addressed to the Nazarbayev University Graduate School of Education Research Ethics Committee, resethics@nu.edu.kz.

Statement of Consent

I, _____,
give my voluntary consent to participate in this study. The researcher has clearly explained to me the background information and objectives of the study and what my participation in this study involves.

I understand that my participation in this study is voluntary. I can at any time, and without giving any reasons, withdraw my consent, up until the presentation of the thesis, and this will not have any negative consequences for myself.

I understand that the information collected during this study will be treated confidentially and my identity will not be identifiable to others in any documents.

Signature: _____ Date: _____

I, _____,

Give my voluntary consent for the audio recording of the interview.

Signature: _____ Date: _____ Researcher:

Signed _____ Date _____

Appendix A. Written informed consent form template (translation)**Шаблон письменного обоснованного согласия**

Введение. Вы приглашены принять участие в исследовании под названием «Исследование перспектив и отношения учащихся старшей школы к нарушениям академической честности в Нур-Султане».

Процедура. Целью данного исследования является изучение точки зрения и отношения учащихся средних школ к нарушению академической честности в Казахстане. Ищу добровольных участников из двух различных школ. Участниками могут быть учащиеся 12 классе, которым уже исполнилось 18 лет. Добровольцы будут участвовать в интервью длительностью в один час, доступном и удобном месте для вас, в любое время.

Риски. Участие в этом исследовании будет включать только минимальный риск, связанный с потерей времени на проведение интервью. При изучении темы академических проступков вам не будут задаваться вопросы, которые могут раскрыть конфиденциальную информацию о вашем личном поведении. Кроме того, участникам разрешается отказаться от участия в исследовании в любое время или не отвечать на те вопросы, которые носят деликатный характер.

Выгоды. Для участников, положительные стороны от участия в этом исследовании будут способность студентов выражать свой опыт с и обеспечивает возможность поразмышлять на тему о нарушениях академической честности. Кроме того, данное исследование будет способствовать пониманию учителями отношения, учащихся к академическим проступкам и их поведению. Таким образом, это будет полезно для педагогов, чтобы знать причины нарушения академической честности и предоставят им полезную информацию которая даст возможность для дальнейших изменений в решении проблемы.

Компенсация. Компенсации участникам исследования не планируется. Участники получат в цифровую копию окончательного варианта дипломной работы.

Конфиденциальность и анонимность. Как исследователь я буду сохранять конфиденциальность информации, предоставленной от участников исследования через: обеспечения анонимности имен и персональной информации участников для всех, кроме исследователя; хранение собранной информации на защищенном паролем компьютере для обеспечения конфиденциальности; уничтожение собранной информации (интервью, протоколы, кодирование и формы согласия) в течение 5 лет после окончания исследования.

Добровольный характер исследования. Участие в этом исследовании проводится на добровольной основе. Участникам разрешается отказаться от участие в данном исследовании в любой момент вплоть до окончательной презентации диссертации.

Контакты. Понятно, что в случае возникновения каких-либо вопросов или комментариев относительно этого проекта, или получения травмы, связанной с исследованием, следует связаться с главным исследователем, Адекенова Умит, 87710152051, umit.adekenova@nu.edu.kz. Любые другие вопросы или проблемы могут быть адресованы Комитету по этике исследований Высшей школы образования Назарбаев Университета, resethics@nu.edu.kz.

Заявление о согласии.

Я, _____,
предоставляю свое добровольное согласие на участие в этом

исследовании. Исследователь передал мне всю необходимую мне информацию о цели исследования и том какая роль у меня в данном исследовании.

Я понимаю, что мое участие в этом исследовании является добровольным. Я могу в любое время, без объяснения причин, отозвать свое согласие, вплоть до представления диссертации, и это не будет иметь никаких негативных последствий для меня.

Я понимаю, что информация, собранная в ходе этого исследования, будет рассматриваться конфиденциально, и моя личность не будет идентифицироваться с другими лицами в каких-либо документах.

Подпись: _____ Дата: _____

Я, _____,

Даю мое добровольное согласие на аудиозапись интервью.

Подпись: _____ Дата: _____

Исследователь: _____

Подпись _____ Дата _____

Appendix B. Questions for semi-structured interviews

Title: Exploring high school students understanding and attitudes towards academic misconduct in Nur-Sultan.

Purpose: The purpose of this qualitative research is to identify and explore young adults' understanding and attitudes towards academic misconduct phenomenon in Nur-Sultan's high school context. This is a qualitative phenomenological research.

1. What is your definition of academic misconduct? How do you define academic misconduct in the school context?
 2. Could you give examples of behavior or actions, which would be considered academic misconduct by students?
 3. What are the reasons that lead students to engage in academic misconduct?
 4. Are you aware of students engaging in academic misconduct?
 5. What are the types of academic misbehaviors, which you think students engage in?
 6. Hypothetically, are there any circumstances in which you would engage in academic misconduct?
 7. What do you think about students who do choose to engage in academic misconduct?
 8. What information have you been given about academic misconduct by the school or your teachers?
 9. Do you have rules about academic honesty in your school?
 10. How do the school or teachers deal with cases of academic misconduct?
 11. What would prevent students' from engaging in academic misconduct?
 12. Do you think there is anything else that the school or teachers should do to reduce or prevent academic misconduct?
 13. Do you have any other questions or comments that you would like to make?
- Thank you for your participation in this study.

Appendix B. Question schedule for semi-structured interviews (translation)

Приложение В. Вопросы для интервью

Название исследования: Исследование перспектив и отношения учащихся старшей школы к нарушениям академической честности в Нур-Султан.

Цель: Цель этого качественного исследования является выявление и изучения понимания и отношения к нарушениям академической честности учащихся старшей школы в контексте г.Нур-Султан. Это качественное феноменологическое исследование.

1. Какое у вас определение академической нечестности? Как вы определяете нарушение академической честности в школьном контексте?
2. Не могли бы вы привести примеры поведения или действий, которые ученики считают нарушением академической честности?
3. Каковы причины, побуждающие студентов к нарушению академической честности?
4. Известно ли вам, что учащиеся этой конкретной школы нарушают академической честность?
5. В какие типы нарушения академической честности, по вашему мнению могут быть вовлечены учащиеся данной школы?
6. Гипотетически, есть ли какие-либо обстоятельства, при которых вы будете участвовать в нарушении академической честности?

7. Что вы думаете о студентах, которые нарушают академическую честность?
 8. Какую информацию вы получали об правилах академической честности со стороны школы или ваших учителей?
 9. Есть ли у вас правила об академической честности в школе?
 10. Что школа или учителя предпринимают в случаях нарушения академической честности?
 11. Что помешает студентам участвовать в нарушении академической честности?
 12. Как вы думаете, что еще нужно сделать школе или учителям, чтобы уменьшить или предотвратить нарушения академической честности?
 13. У вас есть другие вопросы или комментарии, которые вы хотели озвучить?
- Спасибо за ваше участие в этом исследовании.

Appendix C. Letter of invitation to school principals

Dear _____

My name is Umit Adekenova and I am a Master Student in Educational Leadership: School Leadership at Nazarbayev University. I am conducting research on the field of education under the supervision of Elaine Sharplin – Professor of Graduate School of Education (GSE) at Nazarbayev University. The topic of my research thesis is “Exploring high school students’ understanding and attitudes towards academic misconduct in Nur-Sultan”.

Nazarbayev University Graduate School of Education Ethics Committee has given approval to approach schools for my research. A copy of their approval is contained with this letter. I invite you to consider taking part in this research. This study will meet the requirements of the Research Ethics Committee of the GSE.

Aims of the Research

The purpose of this study is to explore high school students’ understanding and attitudes towards academic misconduct in Nur-Sultan.

Significance of the Research Project

The research is significant in two ways: it gives high school students' understanding and attitudes towards academic misconduct, identifies the internal and helps to identify reasons for academic misconduct.

Research Plan and Method

The main research question for the following study is “What are high school students’ understanding and attitudes towards academic misconduct?”

The research will be guided by the following questions:

How do students define academic misconduct in the school context?

What are the reasons that lead students to engage in academic misconduct?

What are the factors that prevent students’ academic misconduct?

The participants of the study will be asked to participate in an interview.

All information collected will be treated in the strictest confidence and neither the school nor individual learners will be identifiable in any reports that are written. Participants may withdraw from the study at any time. The role of the school is voluntary and the School Principal may decide to withdraw the school’s participation at any time. Information about the participants cannot be provided to anyone, including school principals.

Attached for your information are copies of the Consent Form and interview questions.

Thank you for taking the time to read this information. If you would like more information about any aspect of this study, please contact me on the details below or my supervisor Elaine Sharplin, elaine.sharplin@nu.edu.kz

Consent

Please provide an email giving your written approval for me to conduct my study in your school.

Best regards,

Umit Adekenova

umit.adekenova@nus.edu.kz

Appendix C. Letter of invitation to school principals (translated)

Приложение С. Письмо-приглашение для директоров школ

Уважаемый _____

Меня зовут Адекенова Умит, я магистр в области образовательного лидерства: школьное лидерство в Назарбаев Университете. Я провожу исследования в области

образования под руководством - профессора Высшей школы образования (GSE) Назарбаев Университета. Тема моей исследовательской работы: «Исследование понимания и отношения учащихся старшей школы к нарушениям академической честности в Нур-Султане».

Комитет по этике Высшей Школы образования Назарбаев Университета дал разрешение на проведения моего исследования в школе. Копия их одобрения содержится в этом письме. Я приглашаю вас принять участие в этом исследовании. Это исследование будет соответствовать требованиям Комитета по этике исследований GSE.

Цели исследования

Целью данного исследования является изучение взглядов учащихся старшей школы и их отношения к академическим проступкам в Нур-Султане.

Значение исследовательского проекта

Исследование имеет важное значение в двух отношениях: дает понимание и отношение учащихся средних школ к нарушениям академической честности, выявляет внутренние и внешние причины, которые могут спровоцировать нарушения академической честности.

План и метод исследования

Основной вопрос исследования для следующего исследования: «Каковы перспективы и отношение казахстанских школьников к академическим проступкам?»

Исследование будет опираться на следующие вопросы:

Как ученики определяют нарушение академической честности в школьном контексте?

Каковы причины, побуждающие студентов к нарушению академической честности?

Какие факторы предотвращают нарушения академической честности студентами?

Участникам исследования будет предложено пройти собеседование.

Вся собранная информация будет обрабатываться в строжайшем секрете, и ни школа, ни отдельные учащиеся не будут идентифицированы в любых письменных отчетах. Участники могут отказаться от исследования в любое время. Роль школы является добровольной, и директор школы может принять решение прекратить участие школы в любое время.

К вашему сведению прилагаются копии формы согласия и вопросы для интервью.

Спасибо, что нашли время, чтобы прочитать эту информацию. Если вам нужна дополнительная информация о каком-либо аспекте этого исследования, свяжитесь со мной по приведенным ниже деталям или с моим руководителем {Сведения о руководителе}.

Согласие

Пожалуйста, предоставьте по электронной почте ваше письменное согласие на проведение обучения в вашей школе.

С уважением,

Адекенова Умит

umit.adekenova@nu.edu.kz

Appendix D. Audit trail of data analysis

Contents

1. A sample of a coded transcript
2. A sample of a list of the codes
3. A sample of displays table
4. A sample of themes

1. A sample of a coded transcript

Participant	Coding	Notes
<p>What kind of a student were you in high school? <i>I can say I was a good student while studying at school. I always had high marks and participated in different extracurricular activities such as Olympiads, sport or research work. In middle school, I always received high marks. But I didn't have any extracurricular activities</i></p> <p>What has influenced your ability to do well in school? <i>My older brother and sister have influenced me a lot. They also were good students. Looking at them I understood I also should be responsible for my studies and they also teach me a lot based on their own experience and taught me English or other subjects</i></p> <p>What pressure is put on you to perform well academically? <i>I don't think I had a pressure to do well except deadlines, no one really told me to get high grades.</i></p> <p>Are you competitive with others in school to do well academically? <i>I don't really care how others perform academically. When participating in Olympiads I have been competitive. There are competitions among the school for entering good universities in the future. This Olympiads should be beneficial for me so if I cheat it will not show my real performance and get the right feedback. So I will not do better in future</i></p> <p>What is your definition of honest person? Do you consider yourself an honest person? Why or why not? <i>The person who rarely lies. Of course, we all lie. He won't do it in an excessive manner. The honest person will not deceive anyone for his own benefit. And this definition suits me. I don't lie to gain the benefit for me. So if I find someone's property I will try to give it back</i></p> <p>What types of academic dishonesty are you aware of? <i>Cheating on exams, copying others' work, coping from the internet, plagiarism. And I faced with it. Sometimes my friends or even I try to copy something from the internet in most cases for minor assignments just to pass it. Sometimes ask teachers to move deadlines, switch them. I consider such behavior as academic misbehavior (moving the</i></p>	<p>Desc: good; academic; extra curricular</p> <p>Inf: siblings Characteristics/ beliefs: personal responsibility</p> <p>Pressure</p> <p>Source Pressure- deadlines</p> <p>Acceptance into good university. Competition</p> <p>Honesty. Honest person. Moral development</p> <p>Definition of academic misconduct. Types of academic misconduct. Moral development</p>	

<i>deadline). Sometimes it is not when the teacher sets the deadline for themselves. We tend to complete it later.</i>		
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2. A sample of a list of the codes

Case Attributes

Age: 18 years old students

Experience: 12 grade students

Coding categories

1. How do students define academic misconduct in the school context?

Plagiarism

Dishonesty

Cheating

Bribery

Corruption

“Clumsy assistance”

Coping homework

Cutting and pasting the information from the internet

The use of ready materials (from the Internet) as your own (power point presentation)

The use of pictures without reference

Helping group mates during examination

The use of electronic devices as a tool to cheat

Asking group mates to help

Discussing the exam materials right after the end of the exam (IELTS)

Ghost writing

Buying ready materials

Stealing the results of the test

Stealing materials

Obtaining a copy of the exam to be given prior to class

2. What are the reasons that lead students to engage in academic misconduct?

Inner

Academic success

Competitiveness (to be the best)

Fear of failure

Impress others

Laziness

Procrastination

Fear of responsibility

Lack of responsibility

Moral development level

Interest

Outer

Parental or other pressure

Mindset

Moral development level of a family

Hard programme

School \teachers\peers perception and attitude towards academic misconduct

Academic honesty mood

Upbringing

Language issue
 Limited awareness with the academic honesty code
 Consequences
 Deadlines
 Technologies

3. How does the school deal with academic misconduct?

Policy
 Consequences/Punishment
 Turn a blind eye – do nothing
 Unaware
 Educate the students
 Upbringing (family)
 Teachers' awareness and attitude
 Teachers' behaviour
 Class discussion
 Invigilating

4. What would inhibit student academic misconduct?

Punishment\Consequences
 Academic honesty mood
 Awareness with the rules and types of academic honesty
 Electronic check
 Different tools
 Equality (teachers and students, students and students)
 Discussion
 Pedagogy

3. A sample of displays table

Demographics	Grade 12 18 years old	
Definition	Definition of academic misconduct. Types of academic misconduct. Bribery Honesty Honest person	<i>The honest person will not deceive anyone for his own benefit. And this definition suits me. I don't lie to gain the benefit for me. Cheating on exams, copying others' work, coping from the internet, plagiarism. And I faced with it. Sometimes my friends or even I try to copy something from the internet in most cases for minor assignments just to pass it.</i>

		<i>Barbing teachers, maybe not barbing or just talking to teachers and ask for help in situations when it is inappropriate.</i>
Reasons Inner Outer	Pressure Deadlines Acceptance into good university Competition Culture Upbringing Enjoinment Expectation Responsibility	<i>My older brother and sister have influenced me a lot. Be responsible for my studies I don't think I had a pressure to do well except deadlines, no one really told me to get high grades. There are competitions among the school for entering good universities in the future. We have the code of academic misconduct I have committed AM, only on minor assignments as home tasks. I felt bad. I am sometimes lazy in case of study or procrastinate and that lead to copying someone's works. Deadlines are pressing (my mistake) – I misjudge the amount of work. Our mindset, we don't learn like any pressure we, we don't like hard work so we fail academic honesty code (Group mates) They don't put much effort. They don't feel any possibility or dangerous consequences.</i>
School	Consequences Mindset School's responsibility Code of academic honesty School awareness Teachers' responsibility Tools Teachers awareness	<i>Teachers don't talk about AH in the class. All teachers enforce academic code. Tell us not to cheat. They warn us teachers use special software</i>

Suggestions	Punishment Consequences	<i>Warm them, lower the marks.</i>
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4. A sample of themes

1. Students awareness (definitions) of academic honesty

Here I could say that all 6 participants of the study are acquainted with the rules of academic honesty and clearly see the difference between academic honesty and dishonesty. Also, there are a lot of similar definitions of academic misbehavior however there are some difference based on a personal experience of participants too.

2. Main factors that lead to academic misconduct

There are different factors of academic misbehavior shared by participants. Some of those factors are the same and some are different. Mostly participants have shared the same information regarded to this theme. Also those factors could be divided as two: inner and outer.

- Inner
 - ✓ Moral development
 - ✓ Responsibility
 - ✓ Self organization
- Outer
 - ✓ Pressure
 - ✓ Academic performance

3. Teachers' (school's) awareness of academic honesty and the way they promote it

According to participants' opinion teachers play a big role in provoking and decreasing the level of academic misconduct. Teachers' attitude and understanding of academic misconduct build students understanding and attitude to.