

Running head: TEACHER PERCEPTIONS AND PROMOTION OF ACADEMIC  
HONESTY

**Teacher perceptions and promotion of academic honesty: A qualitative case study of  
humanities teachers within a Diploma Program (DP) at one International Baccalaureate  
(IB) school in Kazakhstan**

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Submitted in partial fulfillment of the requirements for the degree of

Master of Science

in Educational Leadership

Nazarbayev University Graduate School of Education

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## NUGSE Research Approval Decision Letter



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Graduate School of Education  
www.nu.edu.kz

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010000 Astana,  
Republic of Kazakhstan

October 2019

Dear Magripa Altaibekova|

This letter now confirms that your research project entitled:

"Humanities teachers' perceptions and practices of academic honesty: A qualitative case study within a Diploma Programme (DP) at one International Baccalaureate (IB) school in North Kazakhstan"

has been approved by the Graduate School of Education Ethics Committee of Nazarbayev University.

The changes recommended by the reviewer have been addressed and the proposed study now complies with all of the requirements of Nazarbayev University.


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

Yours sincerely

Anna CohenMiller  
On behalf of Elaine Sharplin  
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### **Dedication**

I would like to dedicate my research work to my grandmother who was an honored teacher and devoted more than 45 years of her life to education.

### **Посвящение**

Я хотела бы посвятить свою исследовательскую работу моей бабушке, которая была заслуженным учителем и посвятила более 45 лет своей жизни образованию.

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I also appreciate my colleagues and groupmates for their willingness to support me during my study at NUGSE. In particular, my friends Dinara and Vladimir, for their endless support and encouragement. Thank you very much!

### **Abstract**

The concept of academic honesty is a common educational issue throughout the world. In International Baccalaureate (IB) Programmes, academic honesty is particularly vital. It is expected that educational stakeholders, including students and teachers, should follow and promote academic honesty. However, internationally there are still concerns of understanding and promoting academic honesty consistently. In Kazakhstan, the term academic honesty is not widely used, understood, or applied. Therefore, to address this relatively new concept, this thesis study explores how academic honesty is perceived and promoted by humanities teachers of the Diploma Programme (DP) at one IB school in Kazakhstan. I used a qualitative research design in order to answer the following research questions: How do DP humanities teachers perceive academic honesty at one IB school in Kazakhstan? What practices do DP humanities teachers use in the classroom to promote student academic honesty at one IB school in Kazakhstan? Data collection included one-to-one semi-structured interviews and curriculum documents. Analysis included coding and transcribing interviews and document analysis of the curricula provided by the participants. The study was conducted by the conceptual framework of socio-cultural theory, which helped to develop and plan all parts of this study. Insights can be useful both for the specific school and also for future studies to address issues of academic honesty and the related concept, academic misconduct. Future research on academic honesty are also suggested to include additional stakeholders to provide a picture of an entire school, as well as challenges and successes in promotion of academic honesty from different perspectives.

*Keywords:* academic honesty, teacher perception, teacher promotion, humanities, qualitative research, International Baccalaureate, Diploma Programme, Kazakhstani teachers

### Аңдатпа

Кәсіби салада адал жұмыс істейтін білікті түлектерді даярлау үшін академиялық адалдық оқу процесінде маңызды рөл атқарады. Академиялық адалдық тұжырымдамасы бүкіл әлемде кең таралған білім беру проблемасы болып табылады. Халықаралық Бакалавриат (ХБ) бағдарламаларында академиялық адалдық ерекше маңызды. Білім беру саласындағы мүдделі тараптар, соның ішінде оқушылар мен мұғалімдер академиялық адалдықты сақтайды және алға тартады деп күтілуде. Алайда, халықаралық деңгейде академиялық тұтастықты түсіну және ілгерілету проблемалары әлі де бар. Қазақстанда «академиялық адалдық» ұғымы кең қолданылмайды. Бұл термин бұл тұрғыда салыстырмалы түрде жаңа, оны барлық орта мектептер қолдана бермейді. Осы салыстырмалы түрдегі жаңа терминді шешу үшін бұл зерттеу жұмысы Қазақстандағы бір мектеп шеңберіндегі тақырыпты қарастырады. Зерттеудің мақсаты Қазақстандағы ХБ мектептерінің бірінде Дипломдық бағдарламаның гуманитарлық пәндер мұғалімдері академиялық адалдықты қалай қабылдайтынын және насихаттайтындығын зерттеу болды. Мен келесі зерттеу сұрақтарына жауап беру үшін сапалы зерттеу әдісін қолдандым: гуманитарлық ғылымдар мұғалімдері Қазақстандағы бір ХБ мектепте академиялық адалдықты қалай қабылдайды? Гуманитарлық ғылымдар мұғалімдері сабақта Қазақстанның ХБ мектептерінің бірінде академиялық тұтастықты сақтау үшін қандай тәжірибені қолданады? Деректерді жинауға жеке жартылай құрылымдалған сұхбат пен оқу жоспарының құжаттары кірді. Талдауға сұхбатты кодтау мен транскрипциялау және қатысушылар ұсынған құжаттарды талдау кірді. Зерттеу әлеуметтік-мәдени теорияның тұжырымдамасында негізделген, бұл зерттеудің барлық бөліктерін дамытуға және тұжырымдауға көмектесті. Зерттеу орта мектепте академиялық адалдық туралы түсінік береді, бұл белгілі бір мектеп үшін, сонымен қатар болашақ зерттеулер үшін академиялық заңсыздықтың зерттеуге пайдалы

болуы мүмкін. Академиялық тұтастық туралы болашақ зерттеулерге, оның ішінде барлық мектептің көзқарасын, сонымен қатар академиялық тұтастықты әр түрлі тұрғыдан жақсартудағы қиындықтар мен табыстарды жақсы түсінуге бағытталған барлық мүдделі тараптарға бағытталған зерттеулерге арналған кеңестер ұсынылады.

*Түйінді сөздер:* академиялық адалдық, мұғалімдердің қабылдауы, мұғалімдердің камтамасыздандыруы, гуманитарлық ғылымдар, сапалы зерттеулер, Халықаралық бакалавриат, Дипломдық бағдарлама, Қазақстандық мұғалімдер

### Аннотация

Академическая честность играет важную роль в образовательном процессе для подготовки квалифицированных выпускников, которые будут честно работать в профессиональной сфере. Концепция академической честности является общей образовательной проблемой во всем мире. В программах Международного Бакалавриата (МБ) академическая честность особенно важна. Ожидается, что заинтересованные стороны в области образования, в том числе студенты и преподаватели, должны следовать и поощрять академическую честность. Тем не менее, на международном уровне все еще существуют проблемы понимания и поощрения академической честности последовательно. В Казахстане термин «академическая честность» широко не используется. Этот термин является относительно новым в этом контексте, и не все средние учебные заведения используют его. Поэтому для решения этого относительно нового термина в данной исследовательской работе рассматривается тема в рамках одной школы в Казахстане. Целью исследования было изучение того, как учителя гуманитарных наук Дипломной программы (ДП) в одной из школ МБ в Казахстане воспринимают и поощряют академическую честность. Я использовала качественный метод исследования, чтобы ответить на следующие вопросы исследования: Как учителя гуманитарных наук ДП воспринимают академическую честность в одной школе МБ в Казахстане? Какую практику учителя гуманитарных наук используют в классе для поощрения академической честности в одной из школ МБ в Казахстане? Сбор данных включал индивидуальные полуструктурированные интервью и документы по учебным программам. Анализ включал в себя кодирование и расшифровку интервью и анализ документов, представленных участниками. Исследование основано на концептуальной основе социокультурной теории, которая помогла развить и сформулировать все части

этого исследования. Исследование дает представление об академической честности в средней школе, которая может быть полезна как для конкретной школы, так и для будущих исследований для устранения академического проступка. Предлагаются рекомендации для будущих исследований академической честности, включая исследования, направленные на все заинтересованные стороны, чтобы лучше понять восприятие всей школы, а также проблемы и успехи в продвижении академической честности с разных точек зрения.

*Ключевые слова:* академическая честность, восприятие учителя, продвижение учителя, гуманитарные науки, качественные исследования, Международный бакалавриат, Дипломная программа, Казахские учителя

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## Chapter I. Introduction

Academic honesty is a collection of values and abilities that benefit individual principles and practices in teaching, learning and assessment (International Baccalaureate, 2011, p. 2). Academic honesty is closely connected with the values of the International Baccalaureate (IB) programme. The philosophy of IB is based upon being academically honest and developing lifelong learners who understand other people and the world (International Baccalaureate, 2019a).

The IB program initially used the term “academic honesty” until November 2019, when they updated their policy to the term “academic integrity” (International Baccalaureate, 2019b). According to the IB documents, they indicate a shift to the term *integrity* as a broad term that encompasses honesty (International Baccalaureate, 2019b, p. 3). Academic honesty tends to focus in terms of assessment and the “inner part” of the educational process. Academic integrity, in contrast, is the principle guiding the whole educational process. In other words, academic integrity would guide stakeholders and also everyone and everything, including behaviors. For example, the studies on academic honesty tend to focus on cheating and plagiarism (see Burbidge & Hamer, 2020; Kolb, Longest & Singer, 2015; Menéndez & Valle, 2018; Zvonoreva, 2019). However, researchers and educational documents frequently use the terms--academic honesty and academic integrity-- interchangeably. However, for this thesis study, I focused *within* the larger processes and culture of academic integrity and narrowed to concentrate on the perceptions and promotion of academic *honesty*.

Multiple researchers/authors note the importance of academic honesty and integrity. For example, Lofstrom et al. (2014) reference the work of Turner and Beemsterboer (2003) and East and Donnelly (2012) to emphasize the importance of academic honesty, or academic integrity, as central to all parts of education. Likewise, Anohina-Naumeca et al. (2018)

highlight the importance of academic integrity, “it influences honesty, respect for ethical principles, and the fair behaviour of society members” (p. 1)

In addition to that, Anohina-Naumecca et al. (2018) assert that academic honesty is connected to different principles such as ethics, individual and institutional guidelines and processes which are connected to education, research and knowledge (p. 1). For instance, the International Center for Academic Integrity (ICAI) explains that academic honesty is mostly about “ethical principles” (Hanbidge, Mackenzie, Sanderson, Scholz & Tin, 2017, p. 136; Mitchell & Parnter, 2018, p. 55). These ethical principles are not easy to identify in different educational institutions and those institutions interpret these principles in different ways. There are several of those principles, such as academic honesty, academic integrity, academic misconduct and academic dishonesty. However, since the term dominates in western contexts starting from 1964 (Ahmed, 2018, p. 2), it is crucial for all stakeholders to understand these principles to clearly recognize them.

One of the vital features of following academic honesty is being aware of it. In the Kazakhstani context, academic honesty was not well-known after the Soviet times due to rote-learning which was practiced during this era (Fimyar, 2014, p. 188). In addition to this, there is only one citing standard which is called GOST (State Standard) which is used by most of the Kazakhstani and Post-Soviet educational institutions such as schools, colleges and universities. According to Kulinkovich (2010), references to all types of documents should be made according to the requirements of the state standard (GOST) (p. 36). The GOST standard was approved in 2001 by the Interstate Council for Standardization, Metrology and Certification (2001), and Kazakhstan is in the list of the countries who agreed with this standard (p. I). In order to successfully implement and promote academic honesty, all stakeholders should effectively be involved in this process. The idea of being academically

honest was founded mostly in Western educational systems, and not all countries commonly use this term. In non-western contexts, such as in Kazakhstan, little is known about teachers' perceptions of academic honesty. Addressing this clear gap in understanding, this thesis will examine Kazakhstani teachers' perceptions and promotion of academic honesty in Kazakhstan.

This chapter outlines the background of the study. Further, personal experiences as a teacher and a coordinator of the International Baccalaureate (IB) school, as well as a research topic which has an importance in both local and international contexts, are described. It also presents a statement of the problem, the purpose of the study and the research questions. Finally, it ends with definitions of the central phenomenon, key terms, significance and benefits of the research, and a short overview of the next chapters of the thesis.

### **Statement of the Problem**

Academic honesty is one of the main factors of a successful academic process. Ercegovic and Richardson (2004) state that the problem of academic dishonesty takes place in every educational institution and has a negative impact on students' achievements as well as on the general quality of education all over the world (pp. 304-305). One of the problems of academic dishonesty is a lack of awareness about academic honesty among all educational stakeholders such as students, parents, teachers and school administration with policymakers (Bernard, Whitley & Keith-Spiegel, 2012). Thomas, Raynor, and McKinnon (2014) make further comments that academic dishonesty becomes a global challenge for educational institutions such as schools, colleges and universities and it is defined as "the act of passing someone else's work as one's own" (p. 533). According to Ercegovic and Richardson (2004), there were more than seven thousand studies made on academic honesty between 1900-1995 from different contexts such as "chronological, cultural, historical" (p. 304). Theart and Smit

(2012) affirm that academic honesty is used in all educational circumstances and there is an “undisputed ethical imperative in the educational environment” (p. 1). Ahmed (2018) declares that academic honesty “is a commitment to the values of honesty, trust, fairness, respect, and responsibility” (p. 1). In addition, Ahmed (2018) states that academic honesty includes “all aspects of learning, teaching, and research, these values are essential if an academic institution is to successfully educate students and maintain a reputation for excellence” (p. 1). Therefore, academic honesty is a complex phenomenon and in order to make it a shared concept by all educational communities, it is necessary to recognize values and support made by the school community.

Some research shows that students conceptually understand academic honesty and dishonesty but struggle in practice. For example, Ransome and Newton (2018) state that UK students feel confident in their academic honesty, but when they are given a simple test to do referencing they showed low results (p. 126). The same pattern might be followed in Kazakhstani schools where students know and are familiar with it but could not show good results in practice.

In the 1940s, Drake (as cited in Coffey, Anyinam & Zitzelsberger, 2018) found that 23% of students do not practice academic honesty and just copy materials; in the 1960s this indicator was 36%, while in the 1980's it was about 20-40% (p. 16). Despite the fact that studies continue to be conducted, the problem of academic dishonesty still exists in the educational field (Coffey, Anyinam & Zitzelsberger, 2018, p. 16).

In the Kazakhstani context, this rate might be higher due to the fact that the educational system was changed and it is still in the process of development. According to Nazarbayev (2011), there is attention from the government to the development of science and research in Kazakhstan. This idea was supported in the speech of Tokayev (2019) about globalization of

the educational process and development of necessary skills and abilities to develop higher values among students of all educational levels. Thus, Kazakhstani educational stakeholders should be aware of academic honesty in order to develop the educational system. Moreover, the idea of implementation of academic honesty was realized later than in Western countries.

### **Purpose of the Qualitative Case Study and Research Questions**

The purpose of this qualitative case study is to explore how academic honesty is perceived and promoted by humanities teachers of the Diploma Programme (DP) at one International Baccalaureate school in Kazakhstan. The main research questions of this study are:

- How do DP humanities teachers perceive academic honesty at one IB school in Kazakhstan?
- What practices do DP humanities teachers use in the classroom to promote student academic honesty at one IB school in Kazakhstan?

### **Benefits of the Research**

One of the main benefits of this study is that understanding teachers' perception and promotion of academic honesty may provide important connections to the literature and practices worldwide in terms of the next steps to support secondary schools, in particular IB schools. By understanding teachers' perceptions, the suggestions will be identified for what works well and areas for improvement either in this particular IB school or for future studies.

### **Personal Experience: Uncovering My Positionality**

I started my teaching career in one of the "mainstream" schools of Kazakhstan, where I did not hear about academic honesty or that copying and pasting from other sources is not a best practice. The term mainstream school in the Kazakhstani educational context means

“comprehensive and gymnasium” schools (Yakavets, Frost & Khoroshash, 2017, p. 353).

When I became an undergraduate student, we were taught to follow academic honesty in terms of the state standard, which we were introduced to in the 4th year of our study. We had no idea about being honest; it was normal and common for everyone to copy information without changing or paraphrasing it and present it as our own, and it was not considered cheating if you provided a reference list. When I started working as a teacher, I faced cases where students tried to cheat and copied from each other; they were penalized by the subject teacher and given grade “two” out of five (according to the Kazakhstani five-scale grading system) for cheating, and then everyone continued to work.

Later, I continued my teaching career in one of the International Baccalaureate schools in Kazakhstan. This school was unique for me not only with its curriculum, but also because of its philosophy. IB has requirements about academic honesty and a policy which states that each IB student should be academically honest. Each subject has assessed and non-assessed assignments, which have prescribed requirements about academic honesty that should be followed strictly by the students.

From these experiences, I was prompted to study the topic of academic honesty with the hope that based on the results of this study, others could learn from them and implement changes as desired.

### **Definition of Key Terms**

The following key terms are central in this thesis study. They are defined according to the literature and based upon my understanding of the concepts. They are organized alphabetically below:

- **Academic honesty:** the central phenomenon of this study is academic honesty which is determined in various sources as *academic truthfulness* and *academic integrity*. For

this thesis, academic honesty is defined as “principle in teaching, learning, research and scholarship” (East & Donnelly, 2012, p. 1) **Academic misconduct:** is designated by IB as a cautious or accidental action which has dishonest benefit for someone (International Baccalaureate, 2019b, p. 3).

- **International Baccalaureate Programme (IB):** is “an international worldwide community of schools, education and students” (International Baccalaureate, 2017, p. 1). For this thesis, I focus on the IB program for Diploma Programme, which coincides to approximately 16-19-year-olds or 11th and 12th graders.
- **The IB Diploma Programme (DP):** is an international programme of the IB, which was authorized in 1968 and gives an opportunity to young people (ages 16-19) to better accept and manage their skills in order to improve different multiplicities of the world (International Baccalaureate, 2015, p. 4).
- **Perception:** as defined by Merriam-Webster online dictionary (2020), perception is “a result of perceiving.” For this thesis, I am studying the understanding and perception of teachers of academic honesty.
- **Practice:** For this thesis, practice refers to the application and promotion of sets of behaviors related to academic honesty.
- **Promotion:** In this thesis, promotion refers to practices of academic honesty that are used to increase, improve academic truthfulness and integrity.

## Conclusion

Academic honesty plays a significant role in educational systems worldwide, but the understanding and promotion of it vary. Solving the problem of academic misconduct affects all levels of education, including “mainstream” and also more selective, IB programmes.

While IB schools promote academic honesty to students, there are limited studies that examine school teachers perceptions and promotion of this important concept. This study will help to identify these aspects, helping to address problems of academic misconduct among IB schools, and also among mainstream schools.

Overall, this chapter introduced the background information, purpose of the study, and research questions about academic honesty. It also presented definitions of the key terms with the significance and benefits of the research. The next chapter provides a literature review on academic honesty, particularly, the history, role of academic honesty, differences in the understanding of academic honesty and different practices of its promotion internationally with a focus on the Central Asian and International Baccalaureate contexts. The third chapter provides details about the research design of the study along with the steps addressed for data collection and data analysis. The fourth chapter provides an analysis of the main results of the research about teachers' perceptions and promotion of academic honesty. The fifth chapter discusses the main findings of the research, connecting them with the previous studies about academic honesty. Finally, the sixth chapter presents the conclusions and recommendations of the study.

## **Chapter II: Literature Review**

This chapter provides a critical analysis of the literature on the topic of academic honesty, academic integrity and academic misconduct. Considering that this thesis sought to understand the perceptions and practices of promoting academic honesty in one department in an International Baccalaureate (IB) programme in Kazakhstan, this literature review provides a foundation and background on key topics. As such, I examine literature on the history and role of academic honesty in education, differences in understanding of academic honesty, international best practices, including the International Baccalaureate (IB) experience, and academic misconduct the challenge in achieving academic honesty. Moreover, I present country specific experiences of supporting academic honesty.

The literature review chapter consists of five sections. The first section provides background information about academic honesty and misconduct. The second section describes the history of academic honesty in the context of the world and it will be clarified by differences in the understanding of academic honesty. The third section gives examples of the best international practices of academic honesty. Later, it will be supported by the section on academic honesty in the context of the IB. The final part will describe academic honesty in the Soviet context and the main gaps which should be addressed in the Kazakhstani context.

### **Defining Academic Honesty, Integrity, Dishonesty and Misconduct**

**Academic honesty and academic integrity.** Academic honesty is a concept which refers to an effort to prevent plagiarism and ensure that students provide their own work. According to Mitchel and Parnther (2018), academic honesty is an important and difficult concept, and students should understand it from the outset (p.55). While academic honesty is defined as a “wider academic environment which includes teaching and learning of knowledge, skills, and values” (Lofstrom et al., 2014, p. 436) academic integrity is defined as

“values, behaviour and conduct of academics in all aspects of their practice” (Macfarlane, Zhang & Pun, 2014, p. 340). As Macfarlane, Zhang and Pun (2014) explain, academic integrity is a term used in North America whereas in Chinese literature it is known as “honor codes” (p. 340). According to the IB programme (2019), academic honesty is “a choice to act in a responsible way whereby others can have trust in us as individuals” (p. 3). In addition, the International Center for Academic Integrity (ICAI) characterizes according to “to six fundamental values: honesty, trust, fairness, respect, responsibility, and courage” (Hanbidge et al., 2017, p. 136).

Different stakeholders have different understandings of what academic honesty is and its requirements. Therefore, there is evidence that shows a disparity between academic honesty and academic misconduct (Bretag et al., 2014, p. 1150). Knowing what honesty is about is not enough to develop a culture of academic honesty. The concept of academic culture means that all stakeholders understand, follow and develop a holistic vision (Bretag et al., 2014, p. 1153). Therefore, there should be a system of ethical decision-making which will be holistic for the whole educational organization (Bretag et al., 2014, p. 1153). Similarly, Richards et al. (2016) recommend integrating factors which are concerned with manner of behaving, fundamental impediments and institutional ways of life together in order to have a holistic approach which will help to solve the issue of academic misconduct (p. 244). Having a holistic approach means that the culture of the educational institution should be ready for the associated changes.

**Academic dishonesty and misconduct.** Sometimes, academic dishonesty is known as a lack of understanding of students or teachers about what is meant by cheating. According to Ekahitanond (2014), teachers should define academic honesty, give proper instructions with expectations and inform them about the consequences (p. 152). Similarly, Prins et al. (2014)

state that academic misconduct is one of the main issues in the educational process and challenges in promotion of academic honesty, and it needs to be explored and requires a holistic approach when studying it in the classroom. Pavela (as cited in Tatum & Schwartz, 2017) identified “cheating, fabrication, plagiarism and facilitation” as the main types of academic dishonesty (pp. 129-130).

Academic misconduct can be described as the violation of rules of academic honesty, such as cheating, downloading from the internet, or using deceitful data (Bretag et al., 2014, p. 1155; Mitchell & Parnther, 2018, p. 57). Devlin (2003) extends this idea with five main factors which impact on academic dishonesty among students: “pressure on the individual, expected rewards, opportunity to be dishonest, no one can detect cheating, social norm” (as cited in Kaktiņš, 2018, pp.270-271). Velliariis and Breen (2016) endorse that currently it is easier for students to cheat, as they can easily cut and paste necessary pieces of information because it is “easier and faster” (p. 566). Neville (2010) draws on the notion of “patchwork plagiarism” (as cited in Velliariis & Breen, 2016, p. 569), where students combine different pieces of information from old texts and create a new one, which can be very difficult to identify. To sum up, academic misconduct is any act against academic honesty and there are different types of students’ academic misconduct.

Different research has shown that students tend to plagiarize when they are asked to provide a definition (Tatum & Schwartz, 2017, p. 130). One of the ways of avoiding academic misconduct is to provide definitions of it and examples of how to avoid it, such as peer-review in the classroom (Tatum & Schwartz, 2017, p. 130). In addition, students who focus on the consequences of plagiarism and cheating tend to cheat more than others (Tatum & Schwartz, 2017, p. 132). One of the reasons for academic misconduct is that students and teachers have

different understandings about plagiarism and its seriousness. In most cases, students engage in academic misconduct due to fears about grades and workloads (Ekahitanond, 2014, p. 152).

In summary, academic honesty and integrity as well as academic misconduct and dishonesty are the positive and negative sides of related concepts. These terms promote students to be honest not only with someone, but with themselves. Do not cheat and have an understanding about holistic approach among all members of the school.

**History of academic honesty.** In order to understand the necessity of the concept of academic honesty, historical context should be reviewed and characterized. Gallant (2008) conducted a study on different periods of academic honesty from 1760s until the present day in the Western context and identified the four main periods in the history of academic honesty. The following provides an overview of the four periods of academic honesty according to Gallant (2008).

***First period of academic honesty - 1760-1860.*** According to Gallant (2008), the first period of academic honesty was the “antebellum period” (p. 14) which was from 1760-1860. During this period, students had lectures in which they had to recite and memorize all course materials which was very difficult. Therefore, students had to cheat in order to survive and stay at the university at that period of time but they were expelled if they were caught cheating. Moreover, students were graded in order to “demand self-control” (Gallant, 2008, p. 14) and this helped them to stay at their level. At the same time, during the antebellum period, the first honor code was created. The honor code was perceived as the opposite of bad behavior. Therefore, this honor code was used in all colleges and universities starting from the study until the uniform of the students.

***Second period of academic honesty - 1860-1945.*** The second period of academic honesty is the “research university” period (Gallant, 2008, p.16) which was during 1860-

1945. During this period, the number of female students increased, the “Copyright Act” was founded in 1909 (p. 16), and as a result, college and university members had an interest in knowledge production and moved from just teaching to researching. This also had an impact on secondary school education. In addition, different academic disciplines as well as different areas of knowledge were founded at that period. As a result, students were mostly involved in extracurricular activities and clubs and the academic part of their life was not as important as it was in the previous period. At that period of time, cheating on exams was a common problem for all educational institutions (Gallant, 2008, p.16).

***Third period of academic honesty - 1945-1975.*** The third period of academic honesty is “mass education” (Gallant, 2008, p.20) which was during 1945-1975. Different opportunities appeared at that period for students such as opportunities for women, as well as those of varied age, race, ability and one of the most was that everyone has the right to study rather than advantage. The primary reason for academic misconduct in general was to make the grade, so students cheated not to disappoint their families or be given low grades. The terms academic honesty and academic dishonesty appeared at that period of time because it became clear that students were beginning to engage in problematic behaviors such as copying each other’s exams. From that period of time, students had to follow academic honesty rules and not cheat.

***Fourth period of academic honesty - 1975 – present.*** The last period of academic honesty according to Gallant (2008) is the “contemporary university” period (p.24) which lasts from 1975 until present times. The economic crisis all over the world led to the commercialization of educational institutions in the 1970s. As a result, parents and students believed that their demands about the quality of the education would be met. They can easily solve problems with the help of money and they could cheat without any punishment. Another

reason was open access to the internet and its spreading worldwide which is not controlled by anyone and students had an opportunity to copy and paste.

### **Different Research about Academic Honesty**

There is a plethora of studies which were conducted about academic honesty and how students and faculty members follow it by different researchers and one of them was William Bowers (Richards, Saddiqui, White, McGuigan, & Homewood, 2016, p. 242; Roberts, 2002). Delving into details of these research, Bretag et al. (2014) affirm that William Bowers conducted a large-scale survey in 1963 with 99 schools in the USA, with 5000 responses which identified that secondary school students usually tend to cheat and do not follow rules of academic honesty. By the same token, Don McCabe (1990) with colleagues from North America conducted large surveys among the United States and Canada where over 60,000 school students took part. As a result of this research, different behaviors were identified as types of academic dishonesty, such as copying from another student either with or without permission, using notes, using previous materials or tests, and helping another student to cheat (Bretag et al., 2014, pp. 1151-1152).

Subsequently, Bowers reported findings in 1964 which state that 75% of students engaged in academically dishonest situations once in their lives. Based on the previous research, McCabe and Bowers replicated previous studies and conducted further research in 1994 which explored an increase of academic misconduct. In 2005, Brimble and Stevenson-Clarke reported that 72% of Australian students cheated at least once (as cited by Bretag et al., 2014, p. 1152).

In summary, this review of the literature addressing the history of academic honesty demonstrates the dynamic issue of academic misconduct over time. More recently, appeals to

develop academic honesty has become popular in the present times as a way to combat the problem of academic dishonesty.

**International best practices of academic honesty promotion.** Different countries and educational levels have various methods of academic honesty promotion. This section provides information about the best practices of promotion of academic honesty among the world. Hanbidge et al. (2017) proposed to create a standardized version of a guideline for all educational organizations (p. 136). This idea finds its support in the works of other researchers such as Anohina-Naumeca et al. (2018) who conducted their quantitative study in Latvia and Lithuania. Moreover, there are factors for academic honesty promotion such as using different languages, promoting student engagement, providing feedback, using different interactive games and media (Hanbidge et al., 2017, p. 137). The different experiences of academic institutions such as schools, colleges and universities show that there are various ways of supporting and promoting academic honesty. For instance, Northeast University conducts one hour workshops a week for the whole school community to promote academic honesty (Fenster, 2016, p. 244), while Furman University's students develop a five-year seminar curriculum (Kolb, Longest, & Singer, 2015, p. 3). Waterloo University created a mobile application which helps students to promote academic honesty using their mobile phones (McKenzie, 2018). Gallant (2017) suggests creating meaningful tasks which are taken from both students' real life and Socratic teaching methods, also completing the tasks only in the class during the lesson in the secondary school (pp. 88-90).

The responsibility for academic honesty has to be shared among teachers, students, administrators and the whole school staff (East & Donnelly, 2012, p. 2; Mitchel & Parnter, 2018, p. 56). According to Lofstrom et al. (2014), in a survey which was conducted in New Zealand and Finland, all stakeholders including administration, students, teachers are

responsible for academic honesty and its development (p. 441). The whole staff of the educational institution should have an opportunity to discuss their ideas, opinions, and responsibilities, and provide strategies for solving this issue with academic honesty (Mitchell & Parnter, 2018, p. 61). Bailey (2019) posits that every member of school staff should report any cases of academic misconduct on time. Consequently, students would think before plagiarising and teachers should be trained to identify plagiarism or other types of academic dishonesty.

Bretag et al. (2014) asserts that there are five core elements of academic honesty policy which are “access, approach, detail, support, and responsibility” (pp. 1153-1154; Anohina-Naumecca et al., 2018, p. 3) and each of the elements has its own description. The research was conducted among universities and the elements of the policy might be used at school or any other educational institutions. For instance, access means to have free and easy access to the policy; approach is to have a concept of the policy which is explained throughout the policy; detail intends to explain the consequences of breaking the policy and how the person would be punished for these breaches; responsibility aims to be related not only to students, but also to all stakeholders of the education institution; to have a set of rules which supports implementation of the policy. Prins, Jones, and Lathrop (2014) concurs with Bretag et al. (2014) and promulgate an “academic integrity strategic plan with four main principles which are collaboration, education, assessment, monitoring and detection” (pp. 2-3). Lofstrom et al. (2014) endorse that academic honesty rules and policies are understood better through communication and cooperation with staff members (p. 436).

According to La Trobe University’s academic honesty policy, students work by themselves in order to practice their skills by different topics and modules, so they will prepare for those areas in which they think they are weak. The whole staff is prepared by these

modules, therefore they will know and could identify breaches of academic integrity. The university drives its students and teachers by the values of the university and responsibilities of the staff and students (East & Donnelly, 2012, p. 4). According to Kaktiņš (2018), one of the best practices in raising awareness of students is to provide good strategies for critical thinking development and encourage students to reflect on ethical values (p. 279).

Zhou (2009, as cited in Macfarlane, 2014, p. 351), contends Peking University is the first educational institution of China which has organized its Academic Ethics Committee to define and control the academic honesty process within policies to consider ethical instances. In addition, Osland, Kolb, Rubin, and Turner (as cited in Shane, Carson, & Edwards, 2018) propose nine components in order to change academic integrity within organizations, such as identifying a need for change, forming a group of interested people, developing one concept, creating a plan, deciding what help you need, establishing the plan, communicating, changing what you need, and evaluating the results (pp. 83-84). Authors recommend not to create new ways of solving this problem; instead, following the nine components will be easier and effective.

In summary, the best practices of academic honesty promotion include using standardized versions of guidelines, providing workshops for the teachers, using mobile applications, and following shared responsibility among all stakeholders.

### **Academic Honesty in the International Baccalaureate (IB) Programme**

Apart from the international best practices of academic honesty promotion, the International Baccalaureate (IB) Programme has its own requirements and policies to promote and practice academic honesty. The IB is “an international worldwide community of schools, education and students” (International Baccalaureate, 2017, p. 1). The term academic honesty, or academic integrity, is vital and considered as the core element of the whole IB programme

(Tilke, 2016, p. 124). Therefore, it is mandatory to have an academic honesty policy for any programme in order to become an IB school (International Baccalaureate, 2020c). Each subject has a guide to be followed and each of them have separate sections about academic honesty in their subject. According to Menendez and Valle (2018), the IB learner profiles which are developed in each student throughout all the programs have a reflection on the development of academic honesty culture among IB students (p. 28). This idea was supported by Tilke (2016), who claims that the development of IB profiles is important for development of academic honesty in the IB (p. 125).

The IB published a whole policy in the Diploma Programme about Academic honesty in 2011, and later in October 2019 this policy was updated, republished and renamed as Academic integrity. The IB explains that the terms academic honesty and academic integrity are the same and used for the same purpose. However, starting from October 2019 the term academic integrity is used not only in DP, but also in the other three programmes (Primary Years Programme, Middle Years Programme and Career-related Programme) in all IB schools.

The main key terms of the IB which are presented in the policy are “academic integrity, student academic misconduct, school maladministration and conflict of interest” (International Baccalaureate, 2019b, pp. 3-4). All these terms are used to explain the importance of following the academic honesty policy rules. According to the International Baccalaureate (2011), academic honesty must be the part of the values and skills to promote academic integrity in teaching, learning, and assessment (p. 2). At the same time, this policy is related not only to students and teachers, but also to the whole school community including teaching and non-teaching staff, students, parents and legal guardians in all types of internal, external assessment and final exams.

The IB highlights that academic honesty is fundamental in the learning and following the mission of the IB by the students and provides three main educational reasons why academic integrity is important. Firstly, to preserve fairness which means that the assessment in the IB should be fair, valid and equal for all students. Secondly, to preserve confidence and reliability in the assessment process of the IB which is an essential part. Thirdly, to preserve appreciation among students that the ideas and works of others could be used but in a proper way with following the academic honesty rules (International Baccalaureate, 2019b, p. 5). Therefore, each of the stakeholder of the IB school has their own expectations as well as responsibilities to build the holistic understanding of academic honesty.

Burbideg and Hamer (2020) conducted research among IB school administrators, teachers, and students of 76 countries. The results of this research identified that most students promoted academic honesty in their classrooms. However, teachers do not have such opportunities in half of these schools. Most of them provide handbooks or conduct training for students and teachers (Burbideg & Hamer, 2020, p. 1).

In summary, the IB is strict about academic honesty among all stakeholders of the educational process. There are different ways of promoting academic honesty such as policy, IB learner profile, and subject guides. In addition, different research was conducted to identify understanding towards academic honesty among students, teachers and school administration. The aim of this study is to identify understanding and promotion of academic honesty by IB DP humanities teachers.

### **Differences in Understanding Academic Honesty Internationally**

This section provides a literature review on differences in understanding academic honesty internationally. There are differences by subjects, educational level, and cultural context.

**Differences by subject.** Most of the studies highlight that except cultural context or educational level differences, there are differences by subject. For instance, Bealle (2017) states that promotion of academic integrity is “a holistic institutional approach, including students, educators, administrators, and support personnel” (p. 144). Thus, each teacher should promote academic honesty in the teaching classes and be a role-model in this process. However, there are some majors where students plagiarise more than others. For instance, Bridges (2019) posits that the most widespread and common spheres are Humanities and Pedagogical research. The same idea was seconded by Pecorari (2012) by her own previous research (p. 121).

Ekahitanond (2014) advocates that students plagiarize because they do not know what they are doing. The culture of academic misconduct grows and transfers from school to university. For instance, 56% of business major students did not follow academic honesty compared to 47% of other majors’ students (Mangan (2006) as cited in Ekahitanond, 2014, p. 151). Thus, it might be concluded that academic misconduct is common mostly for those majors where students feel difficulties in their learning.

The IB does not develop the division of academic honesty by subjects because the term is common for all subjects in all four of its programmes. All the requirements connected to the secondary school are the same. Thus, the consequences of academic misconduct are the same for all students, subjects and programmes.

**Differences by education level.** Each educational level has their own rules and requirements about academic honesty, but the main purpose of each educational institution is to nurture their students to be honest and not cheat. In fact, forming an understanding about academic honesty should be at the primary school level when students start learning.

**Higher education level.** According to research conducted by Brooks, Marini and Radue (2011), some school students are fearful of higher education because higher education institutions use software programs that check for accuracy and original writing. For some of the students it is normal to use programs and there is no difference between school and university requirements (p. 83). This means that some schools might have the same level of preparation of students while others might make it for check or this process might be not be vital in their educational institution. According to Gilmore et al. (as cited in Bretag et al., 2014) new postgraduate students plagiarize more than experienced postgraduates (pp. 1151) while one-third of university students plagiarise once (Ransome & Newton, 2018, p.126). For instance, students come to the universities with diverse understanding of academic honesty and academic integrity which form their vision of what is right and wrong (Bretag et al., 2014, p. 1151).

**Secondary education level.** According to Lathrop and Foss (2005) there are four main changes in the last five years between their research conducted among school students. Firstly, the problem of academic misconduct is taken more seriously, secondly, students try to lead the process to solve problems, thirdly, more schools have Academic honesty policy, and lastly, more publishing about how to prevent academic misconduct (p. 4).

Newton (2016) contests that plagiarism is common for all educational institutions and stakeholders (p. 483). However, there should be a “holistic approach” in all academic activities starting from the mission of the university, assessment, curriculum and using new technologies etc (Bretag et al., 2014, pp. 1152-1153) this will make common understanding of every member of the community about academic honesty. Tatum and Schwartz (2017) extend this idea to create specific strategies to change students’ ideas about academic misconduct at different levels such as institutional or classroom (pp. 133-134). Factors such as

responsibilities and time play a huge role in perceiving academic honesty (Bretag et al., 2014, p. 1151). Moreover, the holistic approach means that it is not the responsibility of one person, but the responsibility of the whole university to develop proper understanding and promotion of academic integrity.

**Cultural differences.** Academic honesty is a huge process which includes different stages and stakeholders. According to East and Donnelly (2014), the culture of academic honesty should be promoted among all educational stakeholders (p. 1). In order to foster the culture of academic honesty, it is necessary to identify the features of different cultures and their perceptions of academic honesty. Meanwhile, Macfarlane et.al (2014) posit that globalization has its benefits and drawbacks on academic honesty of present day educational institutions (p. 339).

Different researchers show that each culture has a different perception about copying and pasting information, but all of them have a negative attitude about presenting one's work as one's own. Furthermore, academic honesty or academic integrity has various interpretations. For instance, the term academic integrity is mostly accompanied with academic misconduct, such as plagiarism and cheating (Macfarlane et al., 2014, p. 340) and widely used in different cultures.

***Middle East and Asian Contexts.*** Some cultures may have different understanding of academic dishonesty. Depending on the cultural context where students were nurtured to support and help each other. For instance, in the Arabian Gulf, many cultures follow collectivist practices. In this way, the idea of academic dishonesty is more widespread in Arabian Gulf (Thomas et al., 2013, p. 535) than in Western contexts.

The way academic honesty is understood can vary. For example, Velliari and Breen (2016) draw on the notion that students might be taught “not to challenge the ideas of an

expert author” (p. 567) in some cultures. This tendency might be noticed in Central Asian contexts, especially in those countries where students are expected to learn by memory (rote learning). Macfarlane et al. (2014) address this issue by providing American and Chinese cultural views on academic honesty. This is demonstrated by papers which refer to “honor codes” (p. 340) and accurate information about students’ behavior and the expectations of them (p. 340). Moreover, there are various professions where academic integrity and honesty is important such as teaching, law, and nursing.

The term “integrity” is a synonym of the word honesty in English, while in Chinese this term is identified in the Analects of Confucius. Chinese word “xin” has a reflection on the English word honesty, accuracy and straightforwardness (Macfarlane, 2014, p. 340). In addition, definitions of the word honesty and different issues with honesty are supported in 16 out of 20 chapters of Confucius’s book (p. 340).

The roots of the word “honesty” repose in Latin words “integer” and “integritas” (Macfarlane, 2014, p. 340) and have meaning of English words “entire, integrating different parts of one’s true self” (Macfarlane, 2014, p. 340). According to morality and philosophy, it has correlation to the good person with a good virtue.

In the Asian context, academic honesty is not a wide-spread concept and students have gaps in their knowledge and understanding of it. For instance, Thompson, Bagby, Sulak, Sheets and Trepinski (2017) identified that Asian graduates face issues with academic honesty when they are enrolled in the university. This happens due to the absence of the strict requirements in their schools and countries (Thompson et al., 2017, pp. 136-137). However, Hilliard, Crudele, Matulich, and McMurrian (2011) assert that Chinese codes of conduct provide all the necessary information and rules about academic honesty.

*North American contexts.* In Canadian context, it is believed that the academic honesty standards have to be controlled by each educational institution, students and other stakeholders who are engaged in the educational process (Coffey, Anyinam & Zitzelsberger, 2018, p. 16). At the same time, the connection of the students and other members plays a vital role in academic honesty messaging.

*Nigerian context.* In the Nigerian context the concept of academic honesty was influenced by “the colonial education culture and authentic indigenous education” (Szilagyi, 2017, p. 172). At the same time, diverse ideologies were embedded through Western societies’ development at different periods of time. For instance, British colonial culture was forced into Nigerians and, as a result, they have another understanding of the concepts, such as “originality, criticality, academic integrity” (Szilagyi, 2017, pp. 172-173). According to Buelow (as cited in Szilagyi, 2017), the Western cultures did not know have the concepts of academic honesty or plagiarism until after the 18th century, when some of the philosophers and writers in England, Germany and France started to use these concepts (p. 173). In addition to that, Nigerian students do not understand and do not know about concepts such as plagiarism or academic honesty. Babalola (as cited in Szilagyi, 2017) reports that students do not have an understanding about plagiarism, and because of this they can easily take information and copy it without editing or paraphrasing (p. 176). As a result, this increases the cases of committing plagiarism among students.

In summary, there are cultural differences in how academic honesty is understood and practiced amongst different cultures, and it depends on the educational system of a state, history and cultural traits of the country.

### **Academic Honesty in the Soviet Context**

The Kazakhstani educational system was influenced by the Soviet context (Zvonareva, 2019; Yakavets, 2014). Even if the Soviet educational system was considered as one of the good systems, the concept of academic honesty was not extensive during that period of time. According to Yakavets (as cited in Soltys, 2019) during the Soviet Union the main access to education was through “knowledge and memorization of facts” (p. 28). At the same time, Zvonareva (2019) notes that there is much research which is conducted by international researchers about Soviet “socio-cultural challenges of academic misconduct” (p. 34). The results of Zvonareva’s (2019) research shows that students of that period did not realize and consider plagiarism as academic misconduct due to the collective, rather than individual, approach. Magnus, Polterovich, Danilov, and Savvateev (2002) support the idea that cultural difference in collective and individual approaches plays a role in students’ understanding of academic honesty. Scheffer (as cited in Zvonareva, 2019) shared that during his teaching in Post-Soviet countries, such as Ukraine and Uzbekistan, in the 1990s, students did not practice academic requirements and did not know about cheating and plagiarism (p. 34). The same ideas about different perceptions of academic honesty and misconduct by Western and Eastern countries were concluded by Foltýnek and Čech (2013) who conducted quantitative research work in Great Britain, Czech Republic, Poland, Lithuania, Cyprus and Bulgaria.

**Academic honesty in Kazakhstan.** Regarding academic honesty in Kazakhstan, this term is neither common nor widespread. The term is primarily used in schools of NIS, while it does not seem to be widespread beyond that. This is because of the influence of the Soviet era’s educational system (Yakavets, 2014). However, most of the research that has been done found negative results about student and teachers’ understanding and practicing of academic honesty. For instance, the Kazakhstan Institute of Management, Economics and Strategic

Research (KIMEP) shares its own experience and identified that undergraduates have low skills and this is one of the main reasons for academic misconduct (Soltys, 2019). This was echoed by Zvonareva (2019) who concluded that Kazakhstani higher education has a low reputation because of different factors including plagiarism, and cheating (p. 33).

At the same time, main findings of Zvonareva (2019) state that during her research she did not find enough information about academic integrity in Kazakhstan. Moreover, “JSC Information-Analytic Center of the Ministry of Education and Science of the Republic of Kazakhstan strives to systematize and share the best Kazakhstani experience,” but they do not have information and research about academic honesty in Kazakhstan (p. 39). There is also not enough data about the extension of plagiarism in Kazakhstan, what kind of support is provided by libraries and government (Zvonareva, 2019, p. 39). Due to the concision of the information, Zvonareva (2019) had to establish her research based on the information about Central Asian countries.

### **Conceptual Framework of the Study**

This section presents a conceptual framework of this study. The conceptual framework of the study is socio-cultural theory of Vygotsky (1978) which helps to identify perceptions and practices to promote academic honesty of the Diploma Programme (DP) humanities teachers.

A paradigm is identified as the “basic beliefs” of the research (Guba & Lincoln, 1994, p. 107) and “the ways of breaking down the complexity of the real world” (Blaxter, Hughes & Tight, 2010, p. 60) which guides a researcher to a certain position in the research. Paradigm helps to view “the nature of the world” (Guba & Lincoln, 1994, p. 107) and refers to the ontological question which explains “the form and nature of reality” and the epistemological question which identifies “what can be known” (p. 108). In order to understand the values of

and support academic honesty, a socio-cultural theory is followed where different subjective ideas of participants will be interpreted from the subjective perspective of the researcher.

Therefore, my positionality as the researcher is to identify an “understanding and explaining” (Guba & Lincoln, 1994, p. 107) of teachers’ perceptions of academic honesty, as well as their challenges and opportunities in promoting it.

According to Vygotsky (1978), socio-cultural theory is founded on the idea that people build their understanding through communication with others. This is related to the Kazakhstani context in particular, because of the Soviet Union’s mentality about collectivism. IB programme students get knowledge and skills from different subject areas and projects through classroom engagement, peer collaboration and collaboration with other stakeholders, and a learning process which engages others.

Moreover, socio-cultural theory means that all participants would share their experience because they are engaged in this process. They would share their own understanding of the world around them, their own construction of meaning. Thus, all participants of this study are Kazakhstani teachers who currently teach (who have just graduated or have more teaching experience) and participate in this research in order to provide their understanding and practices of promoting academic honesty in the IB DP Humanities subjects. In the discussion chapter I will describe and draw connections and conclusions on how this theory is applied. As a whole, the conceptual framework provided a way to consider the development of the research study, interpretation and discussion of the thesis.

## **Conclusion**

This chapter has presented information about academic honesty, integrity, dishonesty, misconduct, and its history. Equally important is that all stakeholders have a clear vision of

what they are expected to do and how every member should show trust, respect and value in others' ideas of academic honesty. As such, I provided explanations from the literature noting the differences in cultural and educational levels, which connect to the conceptual framework of socio-constructivism or socio-cultural theory. Moreover, this chapter touched upon literature which introduced information on the differences in understanding academic honesty, international best practices including the IB programme, and the promotion of academic honesty in the context of the Soviet Union and Kazakhstan.

The next chapter will provide information about the research design of the study with sampling, research site, participants, research instruments data collection, which will be followed by data analysis.

### **Chapter III: Research Design**

This chapter introduces the chosen methodology for the current study. Firstly, it presents the research design used for this study. Next, the sampling of participants, research instruments, procedures, and data collection will be described. Then, this part of the study will present a brief information about ethical considerations in the study to ensure the anonymity, confidentiality and privacy of the research site and participants. The section is concluded with discussion on the limitations of the study.

The main purpose of this study was to gain an in-depth understanding about IB DP Humanities teachers' perceptions and promotion of academic honesty. Therefore, a qualitative case study research method was considered as the most applicable and useful approach for this study. According to Creswell (2012), qualitative research helps to explore and understand a central phenomenon (p. 10) which was academic honesty in this context. As qualitative research helps to acknowledge "depth of understanding and richness of details" (Annan, 2019, p. 30), it gave a huge opportunity to identify and investigate Kazakhstani IB DP Humanities teachers perception and promotion of academic honesty. Particularly, teachers understand and challenge the practices of promoting academic honesty. The qualitative study recognized IB DP Humanities teachers' perception and implementation of the term academic honesty in the classroom and practice of it in their experiences.

#### **Research Design**

The qualitative approach is considered relevant to this study (Creswell, 2012, p. 16) as it is related to the main research questions which aims at exploring how academic honesty is perceived and promoted by humanities teachers of Diploma Programme at one International Baccalaureate school in Kazakhstan. In order to explore and identify teachers' attitudes toward academic honesty, case study research is considered as an appropriate design with the

following research questions: How do DP humanities teachers perceive academic honesty at one IB school in Kazakhstan? What practices do DP humanities teachers use in the classroom to promote student academic honesty at one IB school in Kazakhstan?

**Case study.** Different researchers provide various definitions for the case study (Flyvbjerg, 2011, p. 301). At the same time, there are different misunderstandings of case study such as “theoretical knowledge is more valuable than concrete case knowledge... ..the case study cannot contribute to scientific development.... ..it is difficult to summarize... on the basis of specific cases..” (pp. 302-307). However, the Penguin Dictionary of Sociology (as cited in Flyvbjerg, 2011) provides a correct definition which explains case study as “detailed examination of a single example” (p. 301).

According to Blaxter et al. (2010) “case studies concentrate on special cases” (p. 72), it is based on the experience and practice of people and as a result it is more real (p. 74). Similarly, Punch (as cited in Silverman, 2013) states that case study gives an opportunity to research deeply one case or several small cases. Moreover, Thomas (2011) states that case study explores in-depth a specific topic from different perspectives (p. 10). Correspondingly, Yin (2011) acknowledges that the purpose of the case study is to demonstrate priceless and deep comprehension of the case(s) (p. 4). Therefore, a qualitative case study is considered as the most suitable method to explore the central phenomenon in-depth.

According to a case study design, the following methods were used: (1) semi-structured open-ended interviews, and (2) document analysis see attached protocols in Appendices A, G.

Since there are different types of case studies (Annan, 2019), to clarify, this study employed instrumental case study which is characterized by Creswell (2012) as a “study that provides insight into an issue (or theme)” (pp. 465-466) because it helps to define a particular

case. First of all, the issue was identified by the researcher and then the research site (IB school) was selected to provide awareness of this issue. By providing the instrumental case study, the researcher tried to provide awareness of the IB DP Humanities teachers' perceptions and promotion of academic honesty in order to clearly understand (perceive) and strongly implement (practice) academic honesty in their classes.

**Sampling.** According to Creswell (2007), the number of participants depends on the approach which is used for the study. Thus, “for case study research, I would not include more than 4 or 5 case studies in a single study. This number should provide ample opportunity to identify themes of the cases (Creswell, 2007, p. 128). Therefore, the aim was to select 7 humanities teachers currently working and teaching on the Diploma Programme. The sampling criteria for participants of this study included: (1) must be a Kazakhstani resident; (2) must speak English; (3) currently teaching humanities subjects on the Diploma Programme.

In order to select research study participants, a purposeful sampling method (typical sampling) was used. According to Creswell (2012), this type of sampling gives an opportunity “to describe what is typical to this situation” (p. 207). Thus, this type of sampling helped to see different perspectives which were provided by humanities teachers of the Diploma Programme at one International Baccalaureate school in Kazakhstan. The selected sample helped to analyze the issue from the perspective of humanities teachers of the Diploma Programme with further analysis of the answers to identify their understanding and practices of academic honesty.

**Research site.** The research was conducted in one International Baccalaureate school in Kazakhstan. This gave an opportunity to explore how academic honesty is perceived and practiced by humanities teachers of Diploma Programme at that school. The current school was chosen as a research site because I have a personal connection to the school allowing easy access and the humanities department was chosen because there is a specific connection to the subject-specific criterion which allows to identify more about academic honesty. I recognized the potential for participants to feel under duress if conducting research with people I know or who know me. I intentionally selected a level *different* from the one I worked in to reduce the feeling of pressure for potential participants.

As a background, the IB programme has different programmes, such as the Primary Years Programme (PYP) (ages 3–12), Middle Years Programme (MYP) (ages 11–16), Diploma Programme (DP) (ages 16–19) and Career-related Programme (ages 16–19). Kazakhstan has joined IB and first started teaching the approach in 2000. Currently, there are nine International Baccalaureate schools in Kazakhstan (International Baccalaureate, 2020b). Overall, seven schools provide Primary Years, eight schools provide Middle Years and only five schools provide the Diploma Programme.

All nine schools have English as an instruction language, seven also have Russian and two also have Kazakh. Only one school is a state school, whereas the other eight schools are private. In the Diploma Programme different subjects are presented: Kazakh, Russian, English, Spanish, and French languages as language and literature, language acquisition; Mathematics: application, analysis, and studies; Humanities, which includes History, Theory of knowledge, Information technology in a global society, Economics, Business Management, Social and Cultural Anthropology, Modern history of Kazakhstan, and Geography; Biology, Chemistry, Physics, Film, Arts, Music, Sport, exercise and health science. Both local and

international teachers work in these schools, but it is preferable to be an English speaking teacher even if your subject does not require English language acquisition. This is because one of the official languages of the IB is English language except French and Spanish.

**Participants.** Current DP Humanities teachers of one IB school were selected for this study. The total number of participants was seven, both men and women, aged between 25-35 years. The research does not look at gender and subject differences between practice, but years of experience or recent graduation were shown to be important. Ages of participants were divided into three main groups: teachers with 1-3 years of experience are novice teachers, those with 4-6 years of experience are freshman teachers and those with 7-9 years of experience are experienced teachers. Steps were taken to provide confidentiality for participants (e.g. Table 1). Following Creswell's (2012) example of increasing confidentiality during one-to-one interviews (p. 384), in select situations, I masked the age, gender, and subject of participants. All of the participants have at least two years of teaching experience in the IB program. All of them teach different Humanities subjects in the Diploma programme such as History, and Economics. Thus, different and multiple perspectives were provided regarding the perception and promotion of academic integrity in the Humanities department. All participants are Kazakhstani residents and speak English.

Table 1.

*Information about participants*

	Participant Pseudonym (in alphabetical order)	Teaching experience	Subject (broadly identified)
1.	Aigerim	Novice	Economics
2.	Aisha	Novice	History
3.	Arman	Freshman	History
4.	Dauren	Freshman	Philosophy
5.	Gulden	Experienced	Social sciences
6.	Kuat	Experienced	Economics
7.	Nurlan	Novice	Social sciences

**Research Instruments**

The current study used interviews with vignettes about academic honesty (see Appendix A for sample questions) as the main data collection tool and document analysis.

**Research instrument 1: Semi-structured interviews.** The researcher used one-to-one, semi-structured interviews with the research questions and two vignettes. By conducting interviews, the researcher aimed to explore how academic honesty is perceived and promoted by humanities teachers of the Diploma Programme at one International Baccalaureate school in Kazakhstan. According to Annan (2019) the semi-structured interviews give opportunity for open-ended discussions (p. 57), while one-to-one interviews give chance to discuss sensitive topics and comment beyond the given questions (Creswell, 2012, p. 410). Therefore, interviews are the main tool of the research to collect relevant data.

Overall, there were 10 questions including two vignettes with two different cases and 30 minutes for the interview to ask about teachers' perceptions and promotion of academic

honesty in their classroom. The interviews were conducted at the time which was scheduled by the participants based on their working timetable and workload. All the interviews were conducted at school and in an individual room. The interviews were recorded on a special recorder. Afterwards, the interviews were transcribed, interpreted, and then sent to participants to make sure that all the ideas were correct and the transcription represents them. No one changed the participants' responses except interviewees only if they asked, and interviewees did not change their responses.

**Vignettes.** According to Rizvi (2019), vignettes are used in qualitative studies to research difficult topics which are mostly connected to ethics and sensitivity. Slead, Durrheim, Kriel, Solomon and Baxter (2002) advocated that vignettes can be used for cases or situations which cannot be researched because of "ethical reasons" (p. 22). Moreover, the participant can answer in different ways to the provided vignettes, depending on how the interviewee understands or feels about the question. There are different types of vignettes such as audio, video and written (Slead et al., 2002, p. 21). Usually the audio versions are provided in written versions as a retelling of the story. The video versions are used to show the context and make the necessary atmosphere or culture to get responses to the questions (Slead et al., 2002, pp. 22-23).

The participants were asked to provide permission of access to the Humanities subjects' curricula. Moreover, curriculum (unit plans) analysis was conducted as an additional tool to identify how humanities teachers of the Diploma Programme promote academic honesty in their subjects after the interviews in order to avoid subjectivity from the researcher's perspective. The interview went first and then I analyzed curriculum, which means that before interviewing I did not have any background information about their unit plans.

A semi-structured interview gives an opportunity to teachers to have more flexibility and to adapt the question by their interest and concerns (Menter, Elliot, Hulme, Lewin & Lowden, 2011, p. 131), while a one-to-one interview gives a chance to participants and interviewers to have a better understanding of the study (Menter et al., 2011, p. 132).

The proposed study used curriculum analysis (Appendix G) to identify curricula's promotion of academic honesty. Following the seven teachers' interviews, curriculum analysis was conducted. The interview was focused on discussing teachers' understanding of academic honesty, as well as the way they promote academic honesty and prevent plagiarism. Moreover, the most successful practices were identified within the interviews with teachers.

**Research instrument 2: Documents.** The document analysis was used as an additional tool for data collection to interviews in order to see the whole picture of how IB DP Humanities teachers perceive and promote academic honesty in their classes. Merriam (2002) asserts that document analysis is one of the objective types of data collection because there are facts "that already exist in the situation" (p. 13). Flick (2014) amplifies this idea and points out that "documents provide a mechanism or vehicles for understanding" (p. 367). The researcher used curricula which were sent by the participants and investigated the topics or units which are related to academic honesty. The curriculum is identified as a primary source which was produced by the school staff (Blaxter et al., 2010, p. 186). The document analysis was conducted after the interviews in order to avoid subjectivity from the researcher's perspective during the interview.

### **Data Collection**

One of the main parts of qualitative research is the data collection process. This process consists of recording the information using research protocols and data collection (Creswell, 2012, p. 224). Therefore, after preparing the protocol and instructions, and being

ready for the interview, a plan was created beforehand. An essential part of the data collection process in this research was interviewing. It is necessary to highlight that the interview was audio recorded, but note-taking was done during the interview and follow-up questions were asked. After the interviews were conducted, the curriculum analysis was conducted with the help of the online curricula which were provided by the participants.

**Procedures.** In order to start the data collection process, several requirements were met. First of all, Nazarbayev University Graduate School of Education (NUGSE) Research Committee Ethical approval was received from the review board of NUGSE at the end of October. This approval application describes the whole process in detail and ethical issues are also considered (Creswell, 2012, p. 210).

Secondly, the principal of the school was informed and provided with an official consent form (see Appendix B for Principal informed consent form) at the beginning of November with the description of the study, involvement of teachers, time which would be needed to conduct interviews with teachers, benefits and risks of the study, rights of the participants and contact information of both researcher and supervisor. Moreover, the permission letter from the NUGSE Research Committee was attached to the consent form. The school principal agreed with the process, signed the official consent form and gave permission to conduct the study.

After getting the permission of the school, the researcher sent a recruitment letter (see Appendix C) to the whole Humanities department with all necessary criteria and information for further interviews. The first seven participants who replied to this email were chosen as the main participants and interviewees were sent additional information about interviews and the process of the study with the purpose of the research. They were asked to set an appropriate time and the researcher found a room where the interviews were taken. Before the interview,

all participants were provided with and signed a written teacher consent form (see Appendix D for teacher informed consent form) where they agree that they are participating voluntarily and have the right to withdraw from the interview, also they were informed about confidentiality of the data collected and asked to send a copy of the curriculum which they teach on the Diploma Programme. It was planned that the interviews would be started in December, but due to the bad weather conditions it was postponed to the second half of January. Starting from January (only two weeks) until the end of February, the researcher interviewed participants by the preferred schedule of the participants where the participants were asked to sign two hard copies of the consent forms.

After the interviews were conducted, the audio recorded materials were saved with the password, while the paper version of the interviews and transcripts are saved in a locked place. In addition to that, participants were informed that their names will not be shown in the data analysis, pseudonyms will be used for their names and school; and there would not be any hints which will help to identify them. Moreover, the reciprocity of the research was mentioned for the participants due to the usage of the results for them in their teaching practice.

The next step of this study was to analyze the received curricula from participants, the process of analyzing the documentation began at the beginning of March and lasted for two weeks. Based on the responses of the participants during the interview, the curricula were analyzed and the main purpose of the curricula analysis was to identify whether different curricula include the topic of academic honesty.

### **Ethical Considerations**

It is crucial to mention that ethical issues play a pivotal role in any research. By considering them, the research focuses on confidentiality. Moreover, research was on a

voluntary basis, which meant that participants were not under pressure. Before interviewing participants, clearly written consent with all instructions was signed by participants. It is vital to mention that other people cannot also have access to the transcripts of the interviews. In addition, participants were informed that all names will be coded and their rights will be protected (Creswell, 2012, p. 230-232).

After the interviews were conducted, the audio recorded materials were saved with the password in the personal computer of the researcher, while the paper version of the interviews and transcripts were saved in a locked place for three years. No one had access to these files except me. In addition to that, participants were informed that their names will not be shown in the data analysis, pseudonyms were used for their names and school; and there were not any hints which helped to identify them. Moreover, the reciprocity of the research was mentioned for the participants due to the usage of the results for them in their teaching practice.

### **Limitations of the Study**

Considering the fact that participants were provided informed consent before the interview and all the names will be coded as well as the school in order to protect and avoid any risks, there are no more than minimal risks in this study. Nonetheless, minor risks occurred in timing the interviews with participants. Due to the unexpected weather conditions, several scheduled interviews were postponed until January. Therefore, participants chose time for the interviews themselves to minimize such risks. A favorable atmosphere was provided to have beneficial and successful interviews with teachers. In order to create a favorable atmosphere, participants were interviewed in a separate room with all needs which provide additional opportunity to minimize psychological stress. Moreover, participants could skip the question if they do not want to answer questions in order to minimize psychological stress risk and strengthen the confidentiality of the interview process.

**Conclusion**

In sum, this chapter presented information about the research design, chosen methodology of the study as well as the main purpose with interview questions of the research. Moreover, research design, data collection, ethical considerations, and limitations of the study were presented. The next chapter will provide information about the findings of this study with codes, categories and main themes.

### **Chapter IV: Analysis**

This chapter demonstrates the step-by-step description of the interview with document analysis. This chapter consists of two main sections. The first section is analysis of interviews which provides detailed information on how the interviews were analyzed. The second section is devoted to document analysis.

#### **Analysis of the Interviews**

According to Creswell (2012), after receiving permissions of the Research Committee and the school principal, the next step was to conduct one-to-one interviews (pp. 140-141). The interview with probes and follow-up questions is a part of the data collection process.

The interviews with the participants were recorded by my personal recorder and no one has access to it. However, as soon as the interviews were saved and stored in my personal computer, the records were deleted from the device. According to Creswell (2012), there are several types of data analysis, including one-to-one interview, coding, transcribing and analyzing collected data.

As detailed in the previous chapter, I conducted one-to-one interviews with humanities teachers then transcribed the audio recordings using Microsoft Word. I used word-by-word interview transcription which is identified as a “verbatim transcript” (Rapley, 2007, p. 52). Instead of choosing the moments I thought that were most important, I chose the verbatim approach as recommended by Rapley (2007) to capture the whole picture of interviewees response.

After transcribing all the interviews, I sent them back to my participants for “member checking” (Harper & Cole, 2012, p. 1), which enhances the credibility of the analysis. Through member checking, participants could add something or remove something from the transcript to clarify their response. However, all seven participants did not amend anything,

saying “it was fine” (Participant A). The records and transcribed interview materials were then stored on my personal password protected computer.

After transcription of the interviews, the collected data can be coded, either by a person or computer, and these codes can become the main categories and themes of the central phenomenon. Gläser and Laudel (2013) explain that “coding is a very old technique .... to structure the text” (p. 13) and a wide-spread technique used to analyze data. In addition, they recommend several free software tools which can be used to code transcribed interviews, such as ATLAS, MAXQDA, NVIVO (Gläser & Laudel, 2013). Due to the quarantine as a result of COVID-19, I was at home and did not have access to a printer. Considering the limited number of participants, I chose to conduct the coding by hand, on the transcripts I had previously written out (see Appendix E).

**Coding process.** According to Gläser and Laudel (2013), all codes should not be grouped under one heading because it would be “inappropriate simplification” (p. 13) and instead should be divided into categories. They note two types of categorizing: “hierarchical and network of equally-ranked terms” (Gläser & Laudel, 2013, p. 15). I used a network type of categorizing which is similar to a deductive approach because it helps to see the general picture and how it comes to the specific picture.

The first step of engaging in the coding process included writing all the responses of the participants on separate papers. I then read through the responses looking for similarities. These were identified by colors among the responses organized by research questions (see Figure 1).

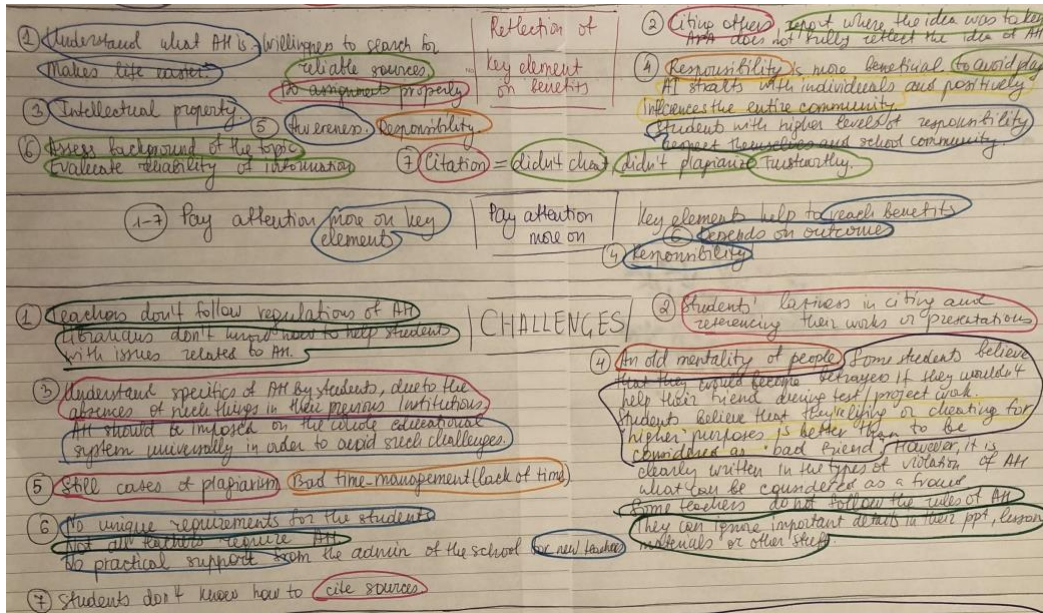


Figure 1. A sample of coding by colors

As a result of the coding process, I found a total of 110 codes from seven interviews, which I combined with common ideas, thoughts and answers. As a result, I ended up with 49 unique codes (see Figure 2).

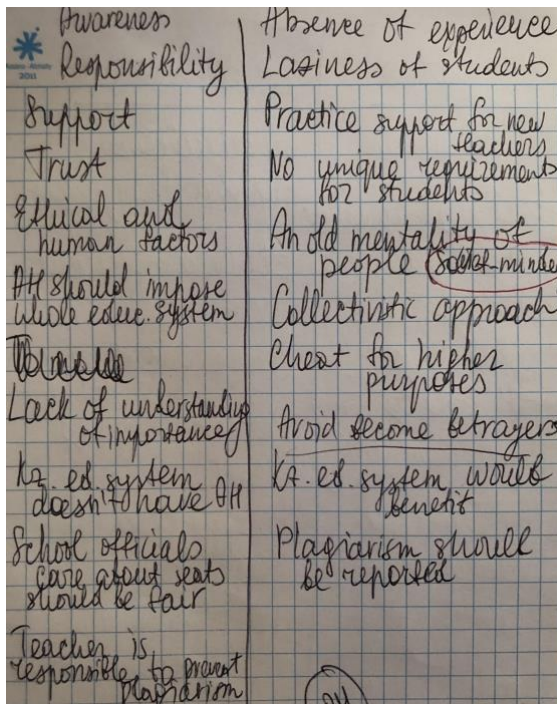


Figure 2. An excerpt of unique codes

Afterward, these 49 unique codes were further consolidated into nine categories, which were further grouped into three main themes with two sub themes each (see Table 2). The three main themes found include 1) *Perception of academic honesty*; 2) *Successes in promotion of academic honesty*; 3) *Challenges in promotion of academic honesty*. These themes are presented and discussed in the sections after document analysis. The following table indicates the main themes and the related sub themes of each.

Table 2.

*Themes and subthemes with descriptions*

<b>Themes</b>	<b>Description</b>
<b>Major Theme 1: Perception of academic honesty</b>	Teachers' comprehension of academic honesty through implementation in their teaching classrooms
Subtheme 1: Definition of academic honesty	How teachers understand academic honesty, its key elements and benefits
Subtheme 2: Skill development through academic honesty	Students' skills which are developed through promotion of academic honesty
<b>Major Theme 2: Challenges in promotion of academic honesty</b>	The challenges which are faced by teachers in academic honesty promotion
Subtheme 1: Differences in understanding academic honesty	Different people have individual understanding of academic honesty which challenge promotion of academic honesty
Subtheme 2: Kazakhstani educational system without academic honesty	Kazakhstani secondary educational system still does not have full understanding and practice of academic honesty which challenge its promotion to its stakeholders
<b>Major Theme 3: Successes in promotion academic honesty</b>	Successful application and promotion of students' academic honesty by teachers in their classrooms
Subtheme 1: Curriculum-based approach to promote academic honesty	IB DP Humanities subjects found their program on academic honesty and it is one of the fundamental requirements of the IB which helps to promote it successfully

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Subtheme 2: Support from school community to promote academic honesty	Stakeholders of the educational process help to support each other and successfully promote and practice academic honesty
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After analysis of the interviews into the major themes and subthemes, I moved onto analyzing the curriculum which were provided by the participants.

### **Analyzing Curricula: Document Analysis**

As part of the study, participants agreed both to be interviewed and to also provide curriculum documents. The curriculum includes a general description of the unit, what they will be teaching, including topics covered, concepts, assessment, resources, and skills. This latter item was particularly relevant for exploring teachers' perceptions and practices of academic honesty.

The document analysis started after interviews were transcribed and coded. Each unit plan has different skills developed in that unit. As I did not work in the same program as the participants, I did not have access to the curriculum documents without participants' agreeing to share them. I analyzed different curricula of the Humanities department which were provided by the participants. I reviewed curricula on the topics with lessons which have a connection to academic honesty and its promotion in the classroom. From the interviews, participants noted key topics to review in the curriculum documents, including descriptions of proper referencing in APA format and skills development. The process also involved reading through the documents for the terms "academic honesty" and "honesty." At times, there was limited information about the process, such as with units using internal assessment. Internal assessment process allowed me to see which actions are against academic honesty, which are following academic honesty rules. This meant I had to refer back to the subject guides to

understand this more deeply. The subject guides are publicly available and free to access. A sample guide is “History Guide, IB DB.”

The DP Humanities curriculum does not explicitly have units and topics about academic honesty. However, the curriculum of each subject reflects the requirements of the IB programme about academic honesty. Each curriculum has to follow the academic honesty policy rules both in the classroom and during the DP assessments and exams. The following excerpt shows academic honesty requirements in DP (see Figure 3, for the full table, see Appendix F).

As the deadline for submitting Internal assessments approaches, the teacher initiates discussion with the class on the importance of reporting data accurately, and stresses that each student will be required to sign a cover sheet confirming the authenticity of the work. The student realizes that fabricating her client’s responses could have far-reaching consequences as a case of academic misconduct.

*Figure 3.* Excerpt from academic honesty in Diploma Programme (International Baccalaureate, 2014a, p. 19; see Appendix F for the full table)

As a result, document analysis clarified the respondents’ answers and demonstrated evidence participants’ promotion of academic honesty in their curriculum (see Appendix G). To sum up, analysis of the data collected consists of two main stages. The first was interview analysis and the second was document analysis. The document analysis reflected what was mentioned during the interview by the participants. The next section presents the main findings of the study.

## **Chapter V. Findings**

This chapter presents the main findings of the study. There are two main sections which answer the main research questions: (1) perceptions of academic honesty and (2) promotion of academic honesty. The first section explains participant perceptions about academic honesty with two sub-themes including definitions of academic honesty and skills development through academic honesty. The second section describes the participants' challenges and successes in promotion of academic honesty with differences in understanding and the situation in the Kazakhstani educational system. The last section concludes the findings chapter with a summary.

The participants provided a broad range of elements which describe academic honesty. They provided constructive explanations for each element and explained their significance. The main findings will be analyzed in connection to the literature at large in the "Discussion" chapter.

### **Answering Research Question 1: Perceptions of Academic Honesty**

This section introduces Diploma Programme (DP) Humanities teachers' perceptions and understanding of academic honesty. Teachers were asked to identify the main benefits and key elements of academic honesty. Overall, the participants explained their understanding of academic honesty, named the main skills which are developed while promoting academic honesty, and mentioned different perspectives of teachers about academic honesty.

#### **Participants' perceptions of the main elements and benefits of academic honesty.**

The purpose of the research was to identify perceptions of academic honesty by DP Humanities teachers and their practices. The participants were asked about key elements and benefits of academic honesty, as well as in what ways and degree those elements reflect on each other. In the following, I discuss the three main points arising from the interviews: APA

style and referencing, responsibility and honesty, trust and awareness about intellectual property and integrity.

***APA style and referencing.*** Participants noted the importance of American Psychological Association (APA) style referencing and citation. Six of the seven participants mentioned *APA style with proper referencing and citation of the sources* as a key element of academic honesty. Moreover, proper APA style referencing and citation in all assignments was found in the document analysis (Appendix F). The interviews reflected the document analysis and vice versa. For example, while many mentioned “referencing and citation,” Dauren’s comment highlighted proper referencing following internal assessment rules, which are located in the curriculum documents. He explained the key elements of academic honesty:

To not copy others’ ideas and thoughts and use proper referencing and citation.

According to curriculum, students should submit Internal assessment, where they have to pick an article and write a commentary. So we encourage them to upload commentary to the Turnitin program to identify whether they cheat or not.

Although Dauren mentioned about accurate referencing, Nurlan provided a more detailed response about APA style referencing and citation: “For us, as teachers, it’s really easier if students use APA citation style because then we can be calm that they didn’t copy and paste from somewhere; that they can acknowledge that their knowledge of the matter came from somewhere.” Participants highlighted the significance of APA style and referencing and explained its necessity in DP curriculum, in particular, during the Internal assessment.

***Honesty and responsibility.*** This section introduces other key elements of academic honesty such as honesty and responsibility. Interestingly, although as the main topic of the study is about academic honesty, only three participants mentioned *honesty* as a key element.

Nurlan connected referencing to honesty, emphasizing the importance of both for academic honesty. He explained, “To be honest, in the first place, with yourself. With any information that you present as coming from yourself. That predominantly includes in-text and end-text references.” Aisha’s automatic reaction to the question about the key elements of academic honesty included her responding with a big smile, “Honesty, for sure!” While Gulden provided a more extended answer with explanation, “I think that the key element of academic honesty is the word “honesty” itself. The main role of the school community (teachers, parents and administration) is to teach about ethical and human factors of possible consequences of plagiarism.” Even though not everyone noted *honesty* as a key element, these responses suggest a foundational nature of academic honesty.

Additional key elements of academic honesty which were mentioned by participants was *responsibility*. Gulden, Nurlan, and Kuat quickly listed a set of key elements, including honesty. Kuat further mentions that “Students become more responsible for their work.” While Kuat provided a brief response, Gulden expressed her ideas in more detailed and extended way:

I think that all the elements of Academic honesty are important and beneficial.

However, I would say that responsibility is more beneficial for the academic atmosphere because students who learnt to be responsible, can be personally involved in performing their work in a qualified way, thus they will try to avoid any plagiarism in their work.

Based on the participants' responses, honesty and responsibility might be one of the main elements in promoting academic honesty.

***Trust and awareness about intellectual property and integrity.*** This section provides trust and awareness as the key elements in promoting academic honesty. Participants

acknowledged that the stakeholders should be aware about academic honesty. Only Gulden mentioned *trust* as a key element “Another important word to use is trust. Students and teachers should be able to trust each other and create a productive atmosphere in the school. This might help to minimize and avoid plagiarism among students.”

Moreover, they have mentioned that key elements reflect the purpose of academic honesty and Gulden commented that “It starts with individuals and positively influences the entire community. Students with higher levels of responsibility respect themselves and the school community, which means that they will be pro-academic honesty.”

The last key element which was underlined by five participants was *awareness about intellectual property and integrity*. Aisha mentions: “Academic honesty teaches to be authentic” and then added “Also, students need to understand the whole significance of academic honesty. One thing to know it, another thing to understand it.” Aisha’s opinion was seconded by Aigerim “Recognizing the intellectual property of one’s work.” Smiling while responding, Gulden gave another comment on intellectual property:

Personally, I believe that academic honesty is not just about following certain rules or policies. It is something more important than getting a diploma and achieving success. This is teaching students high ideals. I am convinced that Academic honesty and success are inextricably linked.

Overall, participants provided well-developed and detailed responses. Their responses were similar to each other’s responses which means that they have a common understanding of academic honesty.

The following table summarizes information about the key elements of academic honesty mentioned by participants (Table 3):

Table 3.

*Key elements of academic honesty by participants*

Key elements	Aisha	Aigerim	Arman	Dauren	Gulden	Kuat	Nurlan
APA referencing and citation	+		+	+	+	+	+
Responsibility		+	+		+	+	
Honesty	+				+		+
Trust					+		
Awareness about intellectual property	+	+	+	+	+		

Almost all participants mentioned APA referencing with citation and awareness about intellectual property as key elements of academic honesty. Only one participant acknowledged that trust is a key element, while responsibility and honesty were mentioned by several participants. The next section will present the second subtheme of teachers' perception which is skills development through academic honesty.

**Skills development through academic honesty.** This section presents teachers' perception of academic honesty through development of the skills. Participants determined the main elements of academic honesty as well as pointing out that academic honesty positively influences different skills development. These skills which were mentioned, I found during the analysis, such as research and analytical skills.

Participants mentioned different skills which are practiced in the class and those which are developed while promoting academic honesty. For instance, Kuat acknowledged a long list of skills which are developed through promotion of academic honesty:

Knowledge about the reliability of the work, about the validity of the information, development of analytical skills, critical thinking to evaluate the resources, knowledge about the range of sources and authority, skill of sorting the information, skill of summarizing and paraphrasing. Knowing the author helps to assess the background related to the topic which was written. Knowing the book name or website name helps to evaluate the reliability of information and suitability of the source to the chosen topic. Knowing the year helps to evaluate to what extent the source is up-to-date.

Knowing the name of the article, also helps to check the suitability of the information.

The same idea about skills was endorsed by Aigerim, but she did not list the skills except for mentioning about time-management “Students have to use the full capacity of their skills in order to finish the tasks, which is beneficial for their progress.”

Aisha declared in her response about the *reliability of the sources* which helps “If students understand what academic honesty stands for, it makes their lives easier, since teachers don’t have to push them. It also makes them more willing to search for reliable sources and do their assignments properly.” Similarly, Arman pointed at the problem with time-management skills which is negatively influenced on academic honesty “Usually students don’t build up a plan with a good time-managing, so when there are upcoming deadlines on submission of work, they have to use plagiarism due to lack of enough time.”

The respondents provided a long list of skills which are developed through the promotion of academic honesty. Most thought that the proper promotion academic honesty will help to manage with time-management and source evaluation skills. As a result of proper citation or referencing students can identify reliable sources. The next skill which was mentioned indirectly was critical thinking skill because it is connected with other skills and students use it unintentionally to be academically honest.

**Answering Research Question 2: Promotion of Academic Honesty**

This section introduces Diploma Programme (DP) Humanities teachers' promotion of academic honesty. Teachers provide information about how they promote academic honesty in their class and the school. This section contains two main subsections: challenges in promotion of academic honesty, and successes in promotion of academic honesty.

**Challenges in promotion of academic honesty.** This section explains DP Humanities teachers' challenges which they face while they are promoting academic honesty in their classroom and at school. The two main challenges were identified from the interviews with participants: cultural differences in understanding academic honesty and teachers who do not know what academic honesty.

**Differences in understanding academic honesty.** Participants recognized different challenges which influence academic honesty promotion and one of the most common and widespread is differences in understanding academic honesty. Different people perceive academic honesty individually. One of the main difficulties was that most of the teachers and students still *do not perceive academic honesty due to the cultural mentality*. For instance, Gulden indicated the old mentality of teachers:

From my personal experience, I could say that the primary challenge for academic honesty in our school is an old mentality of people" as well as students "Some students still believe that they would become betrayers if they will not help their friend during test or project work. This sort of mentality is destructive because students believe that lying or cheating for "higher" purposes is better than to be considered as a "bad friend" [signing quotation marks].

This idea was supported by Aisha “We have a lot of Soviet-minded teachers, who don’t give a damn about academic honesty.” Another example was provided by Dauren “With students’ laziness in citing and referencing their works or presentations. I think this is a typical attitude of our mentality.” Arman encouraged this topic in his response “Usually students don’t build up a plan with a good time-managing, so when there are upcoming deadlines on submission of work, they have to use plagiarism due to lack of enough time.” Kuat strengthened his response and added to this topic that “Deception is also plagiarism because it is the responsibility of the teacher to check.” This idea about laziness was reinforced by two more participants connecting it to the bad time-management and not knowing the APA referencing and citation.

Another difficulty identified by participants is *not understanding academic honesty and its purpose*. Three of the participants clearly pointed at the issue of not following academic honesty rules by the teachers. For example, Aisha asserted that “Teachers don’t follow regulations of academic honesty. Our librarians don’t know how to help students with issues related to academic honesty.” The same idea was affirmed by Aigerim “...Lack of understanding of the importance of such things.” In addition, Kuat maintained this idea “Not all teachers require academic honesty.”

Based on the participants' responses, one of the main challenges in promotion of academic honesty is lack of understanding of academic honesty not only by the students, also by other stakeholders who are involved in this process such as teachers and librarians. Thus, one of the further recommendations might be to develop holistic understanding and approach of academic honesty among all stakeholders of the school, not only the Humanities department.

**Kazakhstani educational system without academic honesty.** Participants were asked a question about their educational background and its influence on academic honesty. Two out

of seven participants have mentioned that academic honesty was promoted at their university during bachelor degree. For instance, Aisha asserts that they had very strict rules “I came from the university that valued academic honesty a lot. We were punished for not following the rules of academic honesty. That is why I would say that for me academic honesty is the crucial part of education.” Aigerim affirmed the same situation with her university “Learning process in University involves a greater role of academic honesty, which puts me in a better position in comparison to students in terms of academic honesty.” Thus, they are very strict with their students about academic honesty. In addition, Dauren added: “[Mm.. well...] in university nobody taught us how to do citations and etc... Therefore initially it was difficult for me to teach students.”

Five out of seven participants did not know about academic honesty at school or university. For instance, Arman stated that “I learnt about academic honesty at the IB.” Similarly, Dauren mentioned “Working in the IB system is not easy, I had to cope with different projects, and study my subject from zero. However, I did learn a lot of things too, for example what is APA and how to use it.”

Three out of these five respondents highlighted that they familiarized with academic honesty during their Master degree at their universities. For instance, Nurlan explained:

I wasn't that strict about academic honesty until I applied for my master's degree. That's where I was introduced to various citation styles and why is it important to always give credit to the original author. Until then, it was just something you would do as one of the requirements of the assignment. So, if there were no instructions to cite, I wouldn't even do it. And that was okay with my teachers.

Correspondingly, Gulden clarified:

The fact that I did my Master's degree in a foreign university and in English language helped me a lot to understand the importance of academic honesty. I believe that the Kazakhstani educational system would benefit from implementation of academic honesty in the long run and it has a long way to follow.

The idea about supporting academic honesty in the Kazakhstani educational system was reflected in Aigerim's comment, too:

It's hard for students to understand the specifics of academic honesty due to the absence of such things in their previous institutions. Hence, such a thing should be imposed on the whole educational system universally in order to avoid such challenges.

One of the main factors in promotion of academic honesty is its widespread influence among the school community. However, Kuat stated: "We do not have practical support from the admin of the school for new coming teachers." This might be explained by the response of Aigerim:

Although students are teached (sic) how to behave properly in terms of academic honesty policies, they still make mistakes or forget to implement them. Hence, it should become more of a culture, rather than simply penalize them for avoiding using academic honesty. Lack of understanding of the importance of such things.

Contrary, Gulden described the lack of understanding among teachers:

... Some teachers themselves do not constantly follow the rules of academic honesty. In their lesson presentations, lesson materials or other stuff, they can omit or ignore important details on sources that they have used. Obviously, this problem is relevant only for some teachers, because the vast majority of teachers always try to strictly follow school policies.

In summary, Kazakhstani educational system lacks academic honesty promotion. None of the participants were promoted at school academic honesty. Even at the university they were not taught, except in some cases. Some of the participants mentioned that they were promoted only at the master degree program. Therefore, it might be concluded that the Kazakhstani secondary educational system needs support and promotion of academic honesty among all stakeholders.

**Successes in promotion of academic honesty.** This section presents DP Humanities teachers' successes in promotion of academic honesty in their classroom and at school. There are two main ways of success which were identified through the interviews: teachers underlined that academic honesty is a good framework to promote academic honesty and incomparable support from the school community from different stakeholders helps them to successfully promote academic honesty.

**Curriculum-based approach to promote academic honesty.** The IB is very strict about academic honesty during the whole educational process. Therefore, each assignment and work of the students should be cited and referenced. There is a special policy on academic honesty which is one of the main requirements to become an IB school. All of the participants mentioned that the IB DP Humanities program is founded on academic honesty and plays a pivotal role in building an IB student profile. In case of breaking IB DP program requirements, not only the student, but also the whole school might be taken away from the accreditation and certificate of the IB. Thus, the document analysis showed that the Humanities curricula are following the academic honesty requirements.

All seven participants confirmed that their curriculum is based on IB academic honesty philosophy. For instance, Kuat claimed: "Yes, of course each of the curriculum." Aisha asserted: "Our whole curriculum is based on academic honesty. We check every assignment

using Turnitin, also in our lessons we teach students about the importance of academic honesty.” Arman assisted and commented: “Our curriculum includes elements of academic honesty.” The same was mentioned by Dauren, who approved this idea in his response: “Yes, according to curriculum students should submit Internal assessment, where they have to pick an article and write a commentary. So, we encourage them to upload commentary to the Turnitin program to identify whether they cheat or not.” Additionally, Gulden encouraged the same topic from the perspective of their subject: “Yes, we strictly follow Academic honesty policy and we use APA writing style and format as well as Turnitin plagiarism checking tools.”

Moreover, most of them mentioned the alignment with the Middle Years Program where students have already been taught about academic honesty, and there is special criterion in the MYP Humanities about following academic honesty and proper citation (see Figure 4).

Year 1 In order to reach the aims of individuals and societies, students should be able to:	Year 3 In order to reach the aims of individuals and societies, students should be able to:	Year 5 In order to reach the aims of individuals and societies, students should be able to:
<b>Objective C: Communicating</b>		
i. communicate information and ideas with clarity ii. organize information and ideas effectively for the task iii. list sources of information in a way that follows the task instructions.	i. communicate information and ideas in a way that is appropriate for the audience and purpose ii. structure information and ideas according to the task instructions iii. create a reference list and cite sources of information.	i. communicate information and ideas effectively using an appropriate style for the audience and purpose ii. structure information and ideas in a way that is appropriate to the specified format iii. document sources of information using a recognized convention.

Figure 4. IB MYP Humanities Criterion C (International Baccalaureate, 2014b, p. 33)

Five out of seven participants highlighted teaching and practicing this criterion in the MYP. Additionally, they asserted the importance of academic honesty in the MYP. For example, Nurlan added about handbook on academic honesty and familiarization with it:

Yes, moreover, we as teachers always ask students to get themselves familiarized with the handbook of academic integrity for students at the beginning of each academic year. And since we criterion-based assessment system, there is a strand in one of our criterion that stipulates that ss have to give credit to all the sources they consulted with.

At the same time, Aisha expects that students are familiar with academic honesty from MYP classes: “Even though they were supposed to know that from their MYP lessons.” Kuat added about the specific subject: “Mainly in Social studies where the criteria of assessment include citation and referencing,” also in other questions Kuat also claimed: “It depends on the subject, requirements of the subject. For example, when I taught Social studies all the elements were very important because it was the requirement of the subject.” All of these ideas were concluded in the response of Gulden:

In my teaching practice emphasizing academic honesty is very important and usually I tend to encourage students to be responsible, honest, open and respectful. I teach MYP 5th year students and Diploma students, thus at their age they are familiar with the academic honesty policy and it is always easier to work with them. However, I try to encourage students to make notes during the lessons, to always acknowledge the author and author’s perspective. Moreover, I make it clear to my students that admitting your own mistakes is absolutely normal and they should learn the lessons from their own experience. In case when a student accidentally forgot to mention the author or made some minor mistakes in his/her bibliography I try in a friendly manner to create a trustful environment for this student and remind the importance of academic honesty.

In summary, it is important to mention that the IB requirements about academic honesty were affirmed both by participants and document analysis. The IB DP Humanities

curriculum follows academic honesty and it plays one of the main and key roles in the programme. It is worthy to mention about alignment between MYP and DP programmes which support each other and follow the same idea about academic honesty of the students.

**Support from school community to promote academic honesty.** The interview questions had vignettes and participants provided their own opinions about these cases. One of the main questions was about reporting about deception. All participants claimed that they will report immediately about academic misconduct to school administration because deception is also one type of academic misconduct. For instance, Dauren commented this case:

I would do the same as Peter, because by making students ask these questions you might make those cheated students embarrassed and they would probably never do it again... on the other hand, he should have reported immediately to teach students another lesson that it is not acceptable. If I was Peter, I would probably ask the dean to come to my lecture where those students present...

At the same time, Arman tried to find people who are responsible:

This is a responsibility of a teacher to take preventative measures to avoid plagiarism. They should report any kind of cheating. As I already told, a teacher has a responsibility to take preventative measures to avoid plagiarism. If those have already been done then Peter should have diagnosed it as plagiarism. But still I think that it is up to the teacher, probably he wanted to raise this issue in class and use it as an example of plagiarism for students, try to work on it, explaining how it could have been avoided, warn them about their responsibility as well without making an official report.

Aigerim gave more detailed explanation from her perspective to the situation and tried to provide justification to her response:

I would have done the same because it's a draft and there was still time to inform the subjects of the risk. However, it can be clearly seen that he was not persuasive enough while facing the complaints of those students, who came to his office. Hence, I would have addressed the issue clearer to them in order to avoid misunderstanding, which actually caused the whole situation.

Nurlan supported the same perspective as Aigerim and clarified further steps not to repeat this case in the future:

Teacher should have talked to the students himself to explain to them that it is a serious issue so that they won't do it again. I'm unsure about the penalty, maybe the teacher could have restricted himself to just a warning since it is a draft, but that's not something that he could allow himself to be indifferent to. I would thank the students for spotting the problem, and informing me right away and then I would write an email to those students who didn't follow academic honesty policy, warn them and ask them to exclude any possibility of it happening ever again.

In addition to vignettes, participants mentioned that the role of the school community is pivotal in promotion of academic honesty culture. As a support from the school community Gulden understands the support from colleagues:

Our school has begun the authorization process of the Diploma Programme. I participated in this process and together with other teachers in my department created the Course Outline for DP History. It is worth mentioning that we received a tremendous amount of support from our expert teacher from United World College Adriatic. With her valuable support we created a curriculum and learned a lot about how to teach History in DP. Before this experience, I had never taught in English, I had only practice teaching in Kazakh and Russian.

As another type of support some participants mentioned different sessions. For instance, Aisha acknowledged: “We provide sessions and resources for the support of academic honesty policies.” In addition to the previous responses, Gulden made further comment: “Also, I guess the position of High level administrator should be balanced and not one-sided, he should consider all sides of the conflict.” Thus, all stakeholders must be involved in the process of academic honesty and support it. For instance, Gulden strengthened her position about school community’s involvement to this process:

Every school has a number of rules and regulations, as well as policies and even some certain unique traditions. I think that if parents and their kids agree to these terms of universal compliance, they must strictly follow school’s requirements.... It must be unethical, but I can compare this situation to the case with the vaccines. All students should strictly follow the rules....

As one of the recommendations from the participants’ perspective was to conduct a research about academic honesty in the school, Gulden said:

In order to receive more exact data, I would suggest creating a research or study among the students of different ages about their knowledge of academic honesty. This information will be more valuable for assessment of the successes of implementation of academic honesty.

In summary, participants mentioned that the school community plays a huge role and one of the key drivers who can promote academic honesty successfully in school. Moreover, parents are the stakeholders who can help to support and promote it. At the same time, school administration should be strict, fair and supportive to the school community. As one of the

recommendations from the participants' perspective was to conduct a further study among the school community in order to identify the successes of implementation of academic honesty.

### **Conclusion**

This chapter presented the main findings from the collected interviews and document analysis. The main findings were categorized into main 9 thematic categories and 3 main themes with 2 sub-themes each. Perceptions of academic honesty was the main theme while definition of academic honesty and its skills development were identified as the sub-themes. The challenges in promotion of academic honesty was a primary theme, and differences in understanding with absence of academic honesty in the Kazakhstani educational system were two sub-themes. The last part addressed successes in promotion of academic honesty which was supported by two sub-themes including academic honesty in the curriculum and assistance of the school community to its promotion. The next chapter will discuss the findings with respect to the literature review.

## **Chapter VI: Discussion and Conclusion**

The purpose of this chapter is to present the main findings of the study about perceptions and promotion of academic honesty for International Baccalaureate (IB) Diploma Programme (DP) humanities teachers in relation to the literature review. Moreover, this chapter presents limitations of the study and also recommendations for schools, leaders and future research. This chapter consists of six main sections. The first three are the major findings, which are closely connected to the conceptual framework of the study. The last three discuss recommendations, limitations and suggestions for future study.

### **Perceptions of Academic Honesty Connected to the Conceptual Framework**

This first section considers perceptions of academic honesty by International Baccalaureate (IB) Diploma Programme (DP) humanities teachers. The major findings of this study were interpreted through the social constructivist theory of Vygotsky (1978). Therefore, I was looking to understand how my research questions, which focus on humanities teachers' perceptions and promotion about academic honesty, can be seen through communication and social interaction with one another.

The first part of the interview was about identifying perceptions. Using a few questions, as well as vignettes, I was seeking to understand how humanities teachers perceive academic honesty. The findings revealed that humanities teachers could freely explain the term academic honesty in their own words. The participants' responses concur with the curriculum demonstrated in document analysis. Participants' responses were aligned to the literature. For instance, according to Hanbidge et al. (2017) there are six main values of academic integrity: "honesty, trust, fairness, respect, responsibility and courage" (p. 136). During the interview, participants mentioned most of these values and identified them as key elements of academic honesty. For example, they mentioned honesty, responsibility, trust,

awareness about intellectual property and skills which are developed when academic honesty is promoted. Trust was acknowledged as the main element of academic honesty and, likewise, one participant identified it as a vital feature of academic honesty, while in the literature it was identified as a value of academic honesty.

Another important point that participants paid attention to included APA style and proper referencing. While the literature does not say specifically that APA referencing connects closely with academic honesty, studies/authors/researchers explain that if students do not follow proper referencing, it is considered as academic misconduct. According to Velliariis and Breen (2016), students do not follow proper referencing, because they find it accessible to cut and paste information. Furthermore, Pavela (as cited in Tatum & Schwartz, 2017) recognized cheating or plagiarism as the main pattern of academic misconduct. Thus, on the opposite side, proper referencing and citation can be considered as key elements of academic honesty.

The thesis findings suggest that proper citation and referencing positively influence the development of self-management and critical thinking skills of students. Participants identified self-management and critical thinking skills as necessary to promote academic honesty because students learn how to use their time effectively in order to properly cite and reference sources. The concept of critical thinking as related to academic honesty can be seen in the literature. For example, Kaktiņš (2018) stated that students' high critical thinking skills have a positive impact on students' awareness of academic honesty. Likewise most of the participants of this thesis study identified that when students find reliable sources and follow academic honesty requirements, this reflects on student critical thinking skills. Thus, there appears to be a strong link between promotion of academic honesty and skills development.

Findings identified that academic honesty should be promoted in every subject and educational level. For instance, Mitchel and Parnther (2018) stated that academic honesty is a concept which should be explained to students. During the interviews, participants supported the idea of explaining the rules from a starting point. They explained that they spend a good amount of time explaining academic honesty rules along with the possible consequences to their students. Even for internal assessment, participants noted that they explain all the points, the types and sources of documents about academic honesty, even when students have previous knowledge of the topic. Students who study at the Middle Years Programme (MYP) have different criteria which build an understanding about academic honesty culture. Therefore, when students start to study at the Diploma Programme (DP), they already have background information about it from their MYP teachers. In addition, teachers of the DP programme introduce curriculum and DP requirements which are closely connected to academic honesty. Thus, DP humanities teachers perceive academic honesty, its elements positively and could provide their own definitions and explanations.

Another key finding of this thesis study was about the role of the school community in understanding academic honesty. According to Bretag et al. (2014), academic honesty culture means that all members of the school community know, pursue, and cultivate a holistic perception of academic honesty. A holistic approach was also recommended by Richards et al. (2016), Bealle (2017), Mitchel and Parnther (2018), Coffey et al. (2018), East and Donnelly (2012) in order to successfully implement academic honesty in the school community. In general, most of the participants in this thesis study confirmed the idea of a holistic approach and highlighted that, in most cases, the responsibility of the school community is a major factor for promotion of academic honesty.

Overall, this section discussed teachers' perception of academic honesty in relation to the conceptual framework focusing on Vygotsky's (1978) social constructivist theory. The literature review showed that different social factors influence the perception of academic honesty, such as cultural context, educational level, and different subjects. According to the literature, the educational background and environment affects perceptions and promotion of academic honesty. For example, if the whole school, as in the holistic approach, follows the rules, the person unintentionally follows the rules. Moreover, different factors such as cultural context, educational level influence teachers' understanding negatively as well as positively confirming social constructivist theory. In the thesis study, among the participants, they have curriculum, policy, and criteria and internal assessment, they then push teachers and students to follow the rules. This thesis study showed that humanities teachers of one IB school in Kazakhstan perceive academic honesty as it was reviewed in the literature, indicating the importance of using a social constructivist lens. In other words, a social constructivist lens plays a role in understanding the concept of academic honesty through the interaction with the community and environment.

The relevance of social constructivism will be further discussed in the sections below addressing challenges and successes in promotion of academic honesty.

### **Challenges in Promotion of Academic Honesty as Connected to the Conceptual Framework**

This section presents the main challenges of the IB DP humanities teachers in the promotion of academic honesty, while the following section will discuss the main successes in promotion of academic honesty. Overall, participants did not struggle within their own classes, but when they wanted to promote academic honesty to other teachers. The main challenge the participants faced was in promoting academic honesty to other teachers with different

experiences and views. Participants said there are two categories of teachers, those who studied during Soviet period and those who studied in the current educational system. Mostly, participants noted that those who followed Soviet-minded approach appeared to struggle with promotion of academic honesty rules. Some people struggle with understanding academic honesty, this might happen because during the Soviet period the concept was not used.

The findings revealed that most of the teachers who work at particular school have a Soviet mentality, meaning that they are influenced by historical Soviet experience and education. During the Soviet period, academic honesty was not a term used. Therefore, some teachers may not fully understand current approaches for academic honesty and what are the requirements of it. The current finding about Soviet mentality was presented by Scheffer (as cited in Zvonareva, 2019), he found that in the Post-Soviet countries the concept of academic honesty was not common among students and teachers. Thus, some participants reported that they are afraid that students might be given wrong information which will have negative consequences on their future study and IBDP results.

Another difficulty that teachers face when promoting academic honesty is the collectivistic approach of the students. The participants mentioned students' willingness to help each other or to be a part of the community in order to support or help each other during summative work or other assignments. Moreover, some students are afraid of being betrayed among his or her friends and this pushes them to break academic honesty rules. Polterovich et al. (2002) stated a similar idea that a collectivistic approach has a huge impact on students' understanding of academic honesty. Nevertheless, Zvonareva (2019) found that the collectivistic approach is more appropriate to Soviet-minded people. At the same time Thomas et al. (2013) defined that the collectivistic approach corresponds not only to the Soviet Union, but also to the Arabian Gulf region where this approach is widespread and more cultural. In

order for Kazakhstani IB teachers to successfully promote academic honesty, a school community including administration, librarians, and parents should consider local cultural idiosyncrasies.

Another challenge in the promotion of academic honesty is the absence of the concept of academic honesty in the Kazakhstani educational system. Unfortunately, all participants highlighted that they did not know about academic honesty when they study at school, and only five out of seven participants were familiar with academic honesty from university. However, these three participants were only introduced to the concept of academic honesty during their study at Master degree. Coming back to the cultural context, the Kazakhstani educational system has consequences of the Soviet Union educational system, particularly, the “memorization of facts” (Yakavets as cited in Soltys, 2019, p. 28). Macfarlane et al. (2014) stated that the rote learning approach conforms mostly to the Central Asian context. However, the concept of academic honesty is being used and applied among Nazarbayev Intellectual Schools (NIS) and Nazarbayev University (NU) students. Both educational institutions are considered as flagships of the Kazakhstani educational system and provide education at an international level. Thus, it is expected that most of the secondary schools and public, private universities will soon follow academic honesty rules and promote academic honesty.

Overall, this section has discussed teachers’ challenges in the promotion of academic honesty in relation to the conceptual framework consisting of social constructivist theory of Vygotsky. The findings derived from the data analysis identified that cultural context and educational level have more consequences on teachers’ perceptions of academic honesty. Moreover, communication with others for the collectivistic approach impacts on promotion of academic honesty in teachers which has its reflection on students. Thus, the environment of the person plays a huge role in both the perception and promotion of academic honesty.

**Successes in Promotion of Academic Honesty Connected to the Conceptual Framework**

This section demonstrates discussion of the successes in promotion of academic honesty by IB DP humanities teachers. The IB explicitly requires the promotion of academic honesty in all subjects of the DP programme. All participants explained this requirement as fundamentals of the taught curriculum and the document analysis validated the claim. Thus, the IB published Academic honesty policy for all three programmes of the IB worldwide, including DP. The IB states that academic honesty is a vital part of the teaching, learning and assessment process (International Baccalaureate, 2011, p. 2). The interview responses support this claim. Moreover, participants explained the necessity of academic honesty promotion in their subjects due to the demands of the curriculum. All of them underlined that academic honesty is mostly necessary to be followed for the Internal Assessment (IA) in DP. The document analysis revealed that IA requirements are essential for the DP subjects (International Baccalaureate, 2014a, pp. 18-19).

In addition to the curriculum-based approach, the findings revealed that support from the school is vital for the successful promotion of academic honesty. This finding supports the idea about the holistic approach of academic honesty culture in the school which was mentioned in the previous subsection about perceptions of academic honesty. For instance, Mitchel and Parnther (2018) claimed that students should understand academic honesty from early times (p. 55), this idea was supported during the interview by our participants when they highlighted that students learn about academic honesty earlier in the Middle Years Programme (MYP). Richards et al. (2016) have contributed to the view that the whole school community should support and help each other to solve problems with academic misconduct. For instance, interviewers underlined that school librarians support students and provide different workshops for them to explain academic honesty rules. At the same time, school

administration provides induction for the new teachers where they are presented with the academic honesty policy and rules. According to Fenster (2016), there are good practices of conducting an hour workshops for the whole school community which raise awareness about academic honesty. Thus, this school practices this kind of workshop for students and teachers. The idea about providing training for students and teachers was revealed by Burbideg and Hamer (2020) in their research among 76 countries IB schools.

Analyzing the responses of the participants to the given questions with the cases from vignettes, it is vital to mention another factor which is informing the school administration about academic misconduct. All seven participants highlighted that informing administrators about academic misconduct on time impacts on the success of the promotion of academic honesty. According to East and Donnelly (2012) and Mitchel and Parnter (2018), the whole school is responsible for the academic honesty promotion and everyone should participate in its successful implementation. Based on the respondents' interviews, it is worth to mention that they underlined the same idea and responded that they always report to administration about academic misconduct.

Overall, this section presented teachers' successes of academic honesty promotion in relation to the conceptual framework of Vygotsky's social constructivist theory. The findings determined that working collaboratively with the school community has a positive impact on the successful promotion of academic honesty. Moreover, a holistic approach where each member is aware and participates to solve the issues connected to academic misconduct is considered as a successful approach to promote academic honesty. Therefore, the interaction of people within one community plays a vital role in the perception and promotion of academic honesty.

### **Limitations of the Study**

The current study has some limitations which should be considered for those wishing to conduct similar studies in the future. Using a qualitative approach for the study, the participants presented perceptions and promotion of their practices of academic honesty from their perspectives.

The purpose of the research was to research perceptions and promotion of the Humanities teachers in one IB school. Since I used purposeful sampling for the current study with Kazakhstani residents who speak English, all those teachers who do not speak English did not have a chance to participate in this study. Consequently, this factor could have influenced the findings and may have not provided a holistic view of the whole department. In addition, studying your own school may have affected the way participants responded. Perhaps, they were less open to share some ideas.

### **Recommendations and Suggestions for Future Studies**

This section provides recommendations for schools, leaders and suggestions for future research based upon the interviews and insights from this thesis study.

**Recommendations.** The following recommendations integrated DP humanities teachers' perspectives, the researcher's opinion and the reviewed literature. These recommendations can be applied to other IB and non-IB school leaders or policymakers in the educational sphere (see Table 4).

The literature review shows that other IB schools have good preparation for students, but there is not enough courses or training for teachers all over the world. The participants of this study highlighted that teachers lack this kind of sessions or professional development except the induction of new teachers. Thus, it is recommended for the school to conduct professional development sessions for the whole school community including librarians.

Moreover, these sessions should be more practical and all the materials from the sessions should be available for every member of the school. It is also recommended that policymakers conduct this kind of professional development sessions for the Kazakhstani secondary school teachers in order to promote academic honesty.

The next recommendation was provided by the participants about identifying the successfulness of the academic honesty promotion in the current school. Therefore, the school administration of this particular IB school is recommended to conduct a research among the students to identify their perceptions of and success in the academic honesty promotion. The conducted surveys in other IB schools from the literature might be considered as a foundation for these future studies.

The findings of the current study identified absence of the academic honesty promotion among Kazakhstani secondary schools. Thus, Kazakhstani policymakers are highly recommended to implement academic honesty culture among non-IB secondary schools to raise the awareness of secondary school students. This is closely related to the secondary school teachers' development which was also mentioned by the participants of the study.

Table 4.

*Recommendations for promoting academic honesty for schools and policy makers*

Recommendations to promote and teach academic honesty in secondary school	Promote academic honesty (e.g. follow academic honesty rules)	Provide professional development to teachers	Conduct research among all students about promotion of academic honesty at school	Organize collaborative work among secondary, high schools with universities
For the individual school under study	x	x	x	
For Kazakhstani secondary schools, insights for policy makers	x	x	x	x

The table shows two main categories who are addressed the recommendations, an individual school under this study and Kazakhstani secondary schools (table 4). Both of the categories are recommended to promote academic honesty through following academic honesty rules, provide professional development to teachers, conduct research among all students about promotion of academic honesty at school, and Kazakhstani secondary schools are recommended to organize collaborative work among secondary and high schools with universities.

It is apparent from the literature review that there is a gap between secondary and higher education. Therefore, current school administration as well as policymakers are recommended to build collaborative relationships among secondary and higher education in Kazakhstan. This might have more positive consequences on academic honesty perception by

different stakeholders and might be a good start for the academic honesty culture in Kazakhstan which is not developed yet.

**Suggestions for future studies.** The following suggestions would be beneficial for future research. Future studies could expand to explore perspectives of those outside humanities, those who are Russian and Kazakh speaking, and to examine other schools, including large-scale quantitative surveys along with interviews. It would be beneficial to have a bigger sample or more participants from the whole school or even several IB schools. This would give additional rich data of other teachers' perceptions and promotion of academic honesty to deepen our knowledge. Additionally, studying a non-IB would be good to compare and see how academic honesty is promoted and what steps could facilitate learning. Lastly, including both teachers and also students in future studies would be beneficial to see a holistic picture of perceptions and promotion of academic honesty in Kazakhstani schools.

## **Conclusion**

Academic honesty plays a pivotal role in educational systems. The International Baccalaureate (IB) requires the following of academic honesty rules for better education. The purpose of this study was to identify Diploma Programme (DP) humanities teachers' perceptions and promotion of academic honesty in one IB school in Kazakhstan.

For the current study I used a qualitative research design with two main research questions: How do DP humanities teachers perceive academic honesty at one IB school in Kazakhstan? What practices do DP humanities teachers use in the classroom to promote academic honesty at one IB school in Kazakhstan? In order to collect necessary data, I conducted a qualitative case study using one-to-one semi-structured interviews and also analyzed curriculum documents. I used a conceptual framework consisting of social

constructivist theory of Vygotsky (1978) in order to identify how communication with others impacts teachers' perceptions and promotion of academic honesty.

I found that DP humanities teachers have positive perceptions of academic honesty and communication with other people impacts their perceptions beneficially. However, teachers face such challenges as Soviet mentality or lack of understanding in the promotion of academic honesty in the Kazakhstan educational system. At the same time, participant teachers highlighted successes in the promotion of academic honesty, such as curriculum-based approaches and support from the school community. In summary, the participants perceive academic honesty as it is described in the literature review. The only idea which was not mentioned explicitly was skills development in the literature review, but it might be explained by other factors such as proper referencing and citation, awareness about intellectual property. Different literature highlight different challenges in academic honesty promotion, but participants face similar challenges in their own school such as cultural context, educational background and level of students and teachers, and low responsibility or holistic approach of the whole community.

Recommendations emphasize four points: promoting awareness, professional development, conducting research among all students about promotion of academic honesty at school, and organizing collaborative work among secondary, high schools with universities. Overall, the results of this study may contribute to the process of promoting, training, researching, and organizing professional development sessions for teachers, particularly in the current IB school or other non-IB schools. In addition to Kazakhstani secondary schools, this study might be an insight for international studies and those schools with similar backgrounds.

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## Appendices

### Appendix A: Interview Protocol for Semi-Structured Interviews

**Title:** “Teacher perceptions and promotion of academic honesty: A qualitative case study of humanities teachers within a Diploma Program (DP) at one International Baccalaureate (IB) school in Kazakhstan”

**Date:**                      **Place:**                      **Time:**

**Interviewee:**

**Position of Interviewee:**

[After introducing yourself, thank the participant for agreement to be interviewed, tell the participant about (a) the purpose of the study, (b) the measures assuring the confidentiality of the interviewee (the name of the participant and other people mentioned in his/her answers will not be revealed), and (c) the approximate time for the interview.]

[Ask the interviewee to read carefully and sign the consent form.]

[Ask the interviewee's permission to use the tape recorder.]

[Test a tape recorder.]

**Interview questions:**

1. Tell me about yourself and what you do at school.
  - a. What is your teaching background?
  - b. What is your previous teaching experience?
2. Tell me more about your experience in working within the IB system.
  - a. How long have you been in the IB system?
  - b. What subject(s) do you teach?
3. Does the curriculum which you teach include any elements of academic honesty?

4. What are the benefits of academic honesty?
5. What are the key elements of academic honesty in your opinion?
  - a. To what extent do key elements reflect the benefits of academic honesty?
  - b. Do you pay more attention to benefits or key elements of academic honesty? Why?
6. What current challenges do you face when you implement academic honesty in your school?
7. To what extent does this implementation of academic honesty successful?
8. How does your educational background influence academic honesty assumptions?
9. You will be provided two vignettes (cases). Please, read them and answer the questions.

Case 1 adopted from Pecorari, D. (2013). *Teaching to avoid plagiarism*. New York: Open University Press.

Vignette:

“Turnitin is a provider of a text-matching service which was in use at a secondary school in the US state of Virginia and at another school in Arizona in 2007 when students at those schools brought a lawsuit against Turnitin’s parent company, iParadigms.

The students had been obliged to submit their work to Turnitin as a condition of it being assessed; had they not done so, they would not have received a grade on their work. In submitting the work, the students clicked to agree acceptance of Turnitin’s terms and conditions. However, they included a statement at the beginning of their assignments that they did not want their assignments to become part of Turnitin’s database, and thereby be used for comparison against work which other students would later submit to Turnitin. Despite those statements, the students claimed copyright infringement.

Turnitin entered counterclaims against the students. One of these was an attempt to recover from the students the costs they incurred in defending themselves against the lawsuit.

The basis for this was their usage policy (part of a separate documents, not part of terms and conditions) which provided for such indemnification.

The judgement issued in the case denied both the counterclaims and the students' original claim against iParadigms. A factor in the decision was that the students' proviso that their work could not form part of Turnitin's database was an attempt to modify the agreement they had accepted by clicking, but the agreement specified that the terms could not be modified. The judgement also found that Turnitin's use of the students' work did not constitute copyright infringement in that it was transformative:

Plaintiffs originally created and produced their works for the purpose of education and creative expression. iParadigms, through Turnitin, uses the papers for an entirely different purpose, namely, to prevent plagiarism and protect the students' written works from plagiarism.

(Hilton, 2008: 13)" (pp. 164-165).

- a) In your opinion what arguments do you imagine the students would present to explain their position?
- b) What arguments do you think the school might counter with, to explain their insistence on the use of Turnitin?

Case 2 adopted from Pecorari, D. (2013). *Teaching to avoid plagiarism*. New York: Open University Press.

Vignette:

"Peter was a lecturer in business management and had assigned his students to carry out a project in groups and present the results in a written report. The report was to be written

up as a draft and read by another group of students who would offer peer feedback. Each group would then make an oral presentation of their findings to the whole class, followed by a period of questions aimed at helping them tighten up their report. They would then revise their written report and turn it its final written form but a precondition for the work to be assessed was that the group had gone through each step in the process.

A few days before the oral presentations, a group of students came to see Peter in his office. They were concerned and upset because the report which they were providing feedback on contain what they believed was plagiarism. The literature review contained paragraphs which they had discovered had been copied from several sources.

Peter viewed the copied language as unacceptable but did not diagnose it as deceptive plagiarism. He told the students that they had done well to spot the problem and that they should bring it up in the question period following the oral presentation. He believed that members of other groups could benefit from hearing the matter raised as well.

After leaving Peter's office, the students discussed the matter amongst themselves and became more upset still. They believed that their classmates had engaged in deceptive plagiarism and, had they succeeded, would have distorted the grading curve, resulting in a relatively lower award for their own work. They also believed that it was Peter's responsibility to report cheating, and that he was trying to evade an unpleasant duty.

Instead of bringing the matter up after the oral presentations, the students made a formal report against their peers to the office in the university responsible for academic integrity. That office began an investigation against the potential offenders. At the same time, they began an investigation against Peter.

The terms of Peter's contract, like all other teachers at his university, stipulated that he was required to report any attempt to cheat. A high-level administrator decided that by not

reporting the possible plagiarism, Peter had breached his contract, and began proceedings to dismiss him. There followed a period of months when Peter was called to hearings to explain his actions and motivations in the matter. Eventually Peter was issued a warnings and allowed to keep his job. Although he felt unfairly treated, he accepted that outcome as the best way of ending the matter and moving on” (pp. 165-166).

- a) The disagreement in this case was not over whether deceptive plagiarism should be reported. From Peter’s perspective it was about whether his decision that deception was not involved could be second guessed. From the perspective of the university administration, whose position implied a firm conviction that deceptive plagiarism had been involved, it was about whether a teacher had infinite latitude either to reach an unsound decision or avoid taking unpleasant action by hiding behind a pretence that deception had not been involved.
- b) To what extent that deception is a factor in plagiarism, what latitude do, or should, teachers have to make such a determination?
- c) What scope do, or should, universities have to constrain their choices?
- d) What is your personal position in this kind of situation? What would be your reaction if you were Peter?

**Appendix B: Informed Consent Form - Principal**

**Title:** “Teacher perceptions and promotion of academic honesty: A qualitative case study of humanities teachers within a Diploma Program (DP) at one International Baccalaureate (IB) school in Kazakhstan”

Dear Principal,

**DESCRIPTION:** I would like to ask your permission to conduct a research study about humanities teachers’ perceptions and practices of academic honesty. This study is going to evaluate programs or best practice, the aim is to know broadly about teachers’ perceptions and practices.

I am studying at Nazarbayev University in a Master’s Degree program in Educational Leadership and currently conducting research for my master thesis. The purpose of my study is to explore Kazakhstani teachers’ perceptions and practices of academic honesty and in particular humanities teachers’ perceptions of academic honesty in order to understand their concerns and challenges.

**TIME INVOLVEMENT FOR TEACHERS:** For the study I will interview 8 teachers from the humanities department who are Kazakhstani residents, speak English and currently teach in the Diploma Programme. The interviews will be conducted in one-to-one form and will last for about 45 minutes, and scheduled for a convenient time not to disrupt class time and other responsibilities. For interviewing teachers the researcher can use one designated classroom or as arranged individually by teachers/staff.

**RISKS:** Pseudonyms will be used for participant names and the school.

There may be minor risks for teacher participation which could include discomfort during the interview. This will be reduced by creating a comfortable area for the interview and emphasizing the voluntary nature of participation. Additional details will be provided for teacher consent to individual participants.

**BENEFITS:** The study may contribute to solving problems with academic dishonesty among high school and middle school students. Therefore, a copy of the final report will be provided to the school. In addition, the research can be valuable for both the Middle Years and Diploma Programmes' teachers to understand the roots of the problem of academic misconduct, to see the challenges as well as opportunities for promotion of academic honesty from the perspective of their colleagues. Moreover, the reciprocity of the research will be mentioned for the participants due to the usage of the results for them in their teaching practice.

**CONTACT INFORMATION:**

Questions: If you have any questions, concerns or complaints about this research, its procedures, risks and benefits, contact the Master's Thesis Supervisor for this student work, Anna CohenMiller, [anna.cohenmiller@nu.edu.kz](mailto:anna.cohenmiller@nu.edu.kz).

Independent Contact: If you are not satisfied with how this study is being conducted, or if you have any concerns, complaints, or general questions about the research or your rights as a participant, please contact the NUGSE Research Committee to speak to someone independent of the research team at +7 7172 709359. You can also write an email to the NUGSE Research Committee at [gse\\_researchcommittee@nu.edu.kz](mailto:gse_researchcommittee@nu.edu.kz)

Please sign this consent form if you give permission to conduct this study in your school.

- I have carefully read the information provided;
- I have been given full information regarding the purpose and procedures of the study;
- I am aware that participants' interviews will be recorded;
- I understand how the data collected will be used, and that any confidential information will be seen only by the researcher and research supervisor and will not be revealed to anyone else;
- I understand that participants are free to withdraw from the study at any time without giving a reason;
- With full knowledge of all the foregoing, I agree, of my own free will, to permit to conduct this study in my school.

Signature:

Date:

Researcher`s signature:

Date:

The extra copy of this signed and dated consent form is for you to keep.

**Appendix C: Recruitment Letter**

Hello everyone!

Are you teaching humanities in the DP programme? Are you a Kazakhstani resident? Have you noticed any issues of academic misconduct before? Do you have ideas you would like to share about academic integrity? Then, I would like to learn more about it, email me to [magripa.altaikbekova@nu.edu.kz](mailto:magripa.altaikbekova@nu.edu.kz) or text me +77016540100 and I will send more information.

Many thanks.

**Appendix D: Informed Consent Form - Teachers**

**Title:** “Teacher perceptions and promotion of academic honesty: A qualitative case study of humanities teachers within a Diploma Program (DP) at one International Baccalaureate (IB) school in Kazakhstan”

Dear Participant,

**DESCRIPTION:** You are invited to participate in a research study on the purpose to explore Kazakhstani teachers` perceptions and practices of academic honesty and in particular humanities teachers` perception of academic honesty in order to understand their concerns and challenges.

**TIME INVOLVEMENT:** You will be asked a series of questions about your perceptions and any experiences of promoting academic honesty. Your participation will take approximately 45 minutes. We will allocate one classroom or locate a convenient location, to reduce interruption.

**RISKS:** For any interview, there is a risk you might feel uncomfortable during the interview. Such risks you have the right to reject or stop the interview at any time if you feel pressure from the researcher side or uncomfortable with interviews or its questions. Please, be informed that the researcher is there to know about your teaching experiences only and not to evaluate/ judge your programs or work. Given responses will not influence the relationship with your school and Nazarbayev University. You will have an opportunity to take a copy of this form.

**CONFIDENTIALITY & PRIVACY:** After the interview will be conducted, the recorded material will be saved with a password in the personal password protected computer of the researcher and will be destroyed one year after submitting the thesis. No one will have access to these files except the researcher and the supervisor for the needs of the research only. In

addition to that, the names of the participants will not be shown in the data analysis, pseudonyms (pretend names) will be used for their names and school; and there would not be any hints which will help to identify them. The collected information will be used only for the purpose mentioned above and will not be used for any other purposes.

**BENEFITS:** One of the main benefits of this study to you is to reflect on the working process and give constructive feedback on your own work. The research findings could be beneficial for all educational stakeholders of the school (research site) to identify main areas to grow and support to make academic honesty successful at school. Therefore, a copy of the final report will be provided to the school. In addition, the study may contribute to solving problems with academic dishonesty among high and middle school students. In addition, the research can be valuable for both the Middle Years and Diploma Programmes' teachers to understand the roots of the problem, to see the challenges as well as opportunities for promotion of academic honesty from the perspective of their colleagues.

**PARTICIPANT'S RIGHTS:** If you have read this form and have decided to participate in this project, please understand your participation is voluntary and you have the right to withdraw your consent or discontinue participation at any time without penalty. Additionally, your responses will not influence the relationship with your colleagues and administration at your current job (school) and Nazarbayev University in the future in case you decide to apply for a Master Degree or PhD. The alternative is not to participate. You have the right to refuse to answer particular questions. The results of this research study may be presented at scientific or professional meetings or published in scientific journals.

**CONTACT INFORMATION:**

Questions: If you have any questions, concerns or complaints about this research, its procedures, risks and benefits, contact the Master's Thesis Supervisor for this student work, Anna Kohen Miller, [anna.cohenmiller@nu.edu.kz](mailto:anna.cohenmiller@nu.edu.kz).

Independent Contact: If you are not satisfied with how this study is being conducted, or if you have any concerns, complaints, or general questions about the research or your rights as a participant, please contact the NUGSE Research Committee to speak to someone independent of the research team at +7 7172 709359. You can also write an email to the NUGSE Research Committee at [gse\\_researchcommittee@nu.edu.kz](mailto:gse_researchcommittee@nu.edu.kz)

Please sign this consent form if you agree to participate in this study.

- I have carefully read the information provided;
- I have been given full information regarding the purpose and procedures of the study;
- I am aware that participants' interviews will be recorded;
- I understand how the data collected will be used, and that any confidential information will be seen only by the researcher and research supervisor and will not be revealed to anyone else;
- I understand that participants are free to withdraw from the study at any time without giving a reason;
- With full knowledge of all the foregoing, I agree, of my own free will, to participate in this study.

Signature:

Date:

Researcher`s signature:

Date:

The extra copy of this signed and dated consent form is for you to keep.

Appendix E: Sample Transcript & Coding by Hand

Handwritten transcript and coding on lined paper, organized into columns and sections. The text is written in black ink with various colored highlights and annotations.

**Teaching background**

- 1. I have taught before... (circled)
- 2. I have taught before... (circled)
- 3. I have taught before... (circled)

**Reasons for the importance of academic honesty**

- 1. It is important to have a good... (circled)
- 2. It is important to have a good... (circled)
- 3. It is important to have a good... (circled)

**Results of the study**

- 1. It is important to have a good... (circled)
- 2. It is important to have a good... (circled)
- 3. It is important to have a good... (circled)

**Challenges**

- 1. It is important to have a good... (circled)
- 2. It is important to have a good... (circled)
- 3. It is important to have a good... (circled)

**VIETTESI!**

- 1. It is important to have a good... (circled)
- 2. It is important to have a good... (circled)
- 3. It is important to have a good... (circled)

**Appendix F: Academic Honesty in Diploma Programme (DP)**

Diploma Programme		
Self-management, social, communication, thinking and research skills		
Oral presentation	Creative work	Independent work
TOK presentation	Visual arts Studio work	ITGS Internal assessment
<p>A DP student is planning his TOK presentation. In researching the presentation he uses a variety of sources, including books, websites and newspaper articles. He is not sure how to reference these sources in an oral presentation, or even if he needs to do so since it is not a written task. He asks his teacher for advice.</p> <p>The teacher advises the student that it is just as crucial to acknowledge sources in an oral presentation as it is in any other piece of work. The teacher suggests several ways in which the student may wish to do this, including verbal or written acknowledgments throughout the presentation, or with a bibliography on the last slide of the PowerPoint*.</p>	<p>A visual arts student is trying to work out if it is acceptable to do a variation on a famous painting as one of her pieces. She is not sure if that would be considered "copying". She asks her visual arts teacher for advice.</p> <p>The teacher advises the student that this is acceptable, as it is common practice for artists to be inspired by, or to adapt, other artists' ideas. However, the teacher emphasizes that she must explicitly acknowledge the original painting. The teacher suggests titling the piece, "After ... ", so that it is very clearly attributed.</p>	<p>A DP student is completing her ITGS internal assessment. The task requires her to conduct an interview with a client and to submit a written record of it. When she begins writing her analysis, she realizes that she forgot to ask some questions that would have been helpful. She is tempted to fabricate some responses to these questions, as she feels it would make her analysis and solution stronger, and help her achieve a better mark.</p> <p>As the deadline for submitting internal assessments approaches, the teacher initiates discussion with the class on the importance of reporting data accurately, and stresses that each student will be required to sign a coversheet confirming the authenticity of the work. The student realizes that fabricating her client's responses could have far-reaching consequences as a case of academic misconduct.</p>

(International Baccalaureate, 2014a, p. 19)

### Appendix G: Documents Analysis Protocol

**Title:** “Teacher perceptions and promotion of academic honesty: A qualitative case study of humanities teachers within a Diploma Program (DP) at one International Baccalaureate (IB) school in Kazakhstan”

**Type of Document:** \_\_\_\_\_

**Date Received:** \_\_\_\_\_

**Date of Document:** \_\_\_\_\_

**Purpose of Document:** \_\_\_\_\_

Keywords/ Concepts connected to academic honesty	Comments: Relationship to Research Questions

**Additional Comments:**

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