Plagiarism and Family morals

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Abstract

The era of the internet and globalization has certainly reduced the distances between people, has contributed to cultural enrichment through openness to other countries and other standards of life and has fostered creativity through the exchange of ideas and the sharing of information. However, this also led to the creation of a trojan horse called "Plagiarism".

Indeed, several authors and academics around the world have diagnosed this scourge which particularly strikes the student population. The practice of plagiarism has spread and increasingly threatens the moral foundations of future generations. The trivialization of the theft of ideas in order to achieve one own goals seems in large part to describe a weakened Superego heir of a failing educational practice.

Keywords: Plagiarism, Morals, family, limits, personal property.

INTRODUCTION

In this article, we propose to question the morality and the codes of family structure which constitute one of the important factors of plagiarism behavior in the student.

Many studies (McCabe, 2001; Park C., 2003; Giluk TL, 2015; Jereb E, Urh M, Jerebic J, Sˇprajc P, 2017) highlighted the multifactorial dimensions of the plagiarism behavior such as the institutional, the personal and contextual factors. Gerdeman (2001) found that one of the important reasons that leads the plagiarism dishonesty among students is a distorted perception about values and ethics of conduct.

Many students will focus on achieving performances without even questioning the method applied for that purpose. The research conducted by Park (2003) emphasized that students that are plagiarizing seek for good grades in a minimum of time. Those students are suffering from the pressure of the family and the society. Engler and his colleagues (2008) highlighted that point and stressed out the importance of the social desirability and the self-esteem issues as triggers to academic dishonesty.

The emotional and cognitive component seems to play a crucial role in driving forward the cheating process. Indeed, some of the students are using plagiarism as a clear rebellion against authority (Park, 2003) while others resort to it as their unique way to satisfy their parents and nourish their injured narcissism. Bergadaà (2006) conducted an exploratory study questioning the reasons behind the plagiarism using two axes of interpretations: Morality and Autonomy. This research helped us understanding that two profiles of students were expressing lack of morality: the manipulator and the fraudster.

The manipulator will rely to his own morals and values discrediting the institutional and societal rules.

He doesn't believe in societal equity and perceives plagiarism as new trend followed by everyone. Morality is a flexible concept for him and he is believing that everyone has his own relative values. The student who belongs to this

profile is using rationalism in order to convince himself about the legitimacy of plagiarism.

The second profile is the fraudster; this kind of student is perceiving himself as more intelligent because he has the ability to mislead his professors and doesn't really question morality and ethics.

According to some other authors, (Hayes and Introna, 2005; Redfern and Barnwell, 2009), the failure anxiety and the family debt is, sometimes, what makes a student resort to unethical methods to gain good grades in his assignments.

Plagiarism is a subject which raises the questions of limits, discipline, Morality, personal property, selfesteem … Many values that are supposed to be discussed and slowly implemented during the childhood to help shaping a personality with stable psychological and societal references.

What weight does the family, and more particularly the parents, have in the construction of the student's moral values? What are the models of behavior offered by parents during this critical period of adolescence? What consequences does this have on the honesty and academic integrity of their children?

These are the questions that we will try to answer through a mixed methodology using quantitative and qualitative analysis using surveys among the students of the American University in the Emirates.

Litterature Review

Plagiarism and family morals

In recent years, there has been an increase in academics' concern about the amount of student academic violations and the amount of plagiarism in particular.

This concern coincided with the widespread use of the Internet as a tool for academic study and research. In practice, plagiarism has become much easier with the use of the Internet as a means, rather than in print, after all, procedures such as "copy and paste" have been easier than an online source rather than a book of text.

Within the past few years, high-tech cheating is gradually replacing simple cut-and-paste cheating. Students have become more tech-savvy, and online instructional cheating videos, detailing clever methods to cheat, are populating the Internet daily. Cheating methods have gone viral (Netter, 2010). To this end, educators must be proactive and develop instructional strategies that integrate all facets of appropriate digital citizenship, that is, digital ethics (Ribble, 2011), in all course offerings in an effort to reduce cheating and Internet plagiarism because plagiarism and falsifying data are two unethical practices troubling both the academic and workplace environment (Lesikar, Flatley, & Rentz, 2008). Landrau, Druen, and Arcuri (2002) found that simply educating students about plagiarism helped reduce it.

Plagiarism and cheating (e.g., copying from another student in an exam) are forms of misconduct that have become areas of increasing concern for academics in higher education. Clegg and Flint (2006).

Howard (1995), like many authors, referred that plagiarism can be aided or hindered by assessment and teaching practices and there have been substantial efforts made to design "plagiarism proof" items. Combined with the use of educative tools and policies, this highlights to the student body the seriousness with which academics hold plagiarism Combined with the use of educative tools and policies, this highlights to the student body the seriousness with which academics hold plagiarism (Carroll & Appleton, 2001; McInnis & Devlin, 2002).

One aspect of plagiarism that received little attention is contract fraud, which has become more prevalent in mathematics and science. The cheating contract indicates students attempting to obtain evaluation solutions via online auctions. Prominent research in this field is conducted by Thomas Lancaster and Robert Clarke, from the University of Birmingham, UK (Clark and Lancaster, 2006; Lancaster and Clark, 2008).

Several studies have been conducted on the phenomenon of contract fraud by many academics and officials (such as Jenkins and Hilmore, 2006; Korn, 2006). it has been suggested that more than 12 percent of posts on a popular website for computer outsourcing the employment contract is actually tender requests

from students looking to try some forms of contract fraud (Clark and Lancaster, 2006).

Plagiarism is plagiarism, regardless of the field of study or method of copying content. However, in science, identifying plagiarism, and discovering the source of this plagiarism, may present special challenges. In the arts, evaluation elements often take the form of an essay or presentation. When creating essays, it is relatively easy for students to take text from other sources, without proper attribution.

Morals

Raising kids is a vital process that most parents try to achieve successfully. One of the key components of raising up kids is instilling morals, values and ethics since their early childhood. Children are not born with morals or values. Family plays a great role to develop core values, morality in their children. In the dictionary, the term moral was presented as the individual's acceptable behavior and the moral person who is the individual who behaves properly and in a right acceptable way (Sinclair, 1987, p. 937). A recent research study suggested that parents play an essential role in forming children's personality through implementing particular psychological techniques (Hazra. S. and Mittal. S. (2018).

Morals can be perceived as a set of rules and norms that regulates communication and interaction among individuals socially. One of the essential moralities that parents try to develop in their children is integrity and honesty. Children enter the life as a white page and their parents, and many other external or environmental factors fill this page. The more experiences children exposed to the great influence on their personalities and morality. When our children grow up, they may show different behaviors than they revealed in their childhood. By days and the exposure to many experiences form our behaviors. moral development is a basic component of our personality that is influenced by several factors such as traditions, cultural issues, family construct and parenting styles. (Hazra. S. and Mittal. S. (2018).

Many research studies revealed that individual behaves in a particular manner not to avoid punishment or because it is illegal, but because he believes, that is the correct thing to be done (Kohlberg, Lawrence (1971 Kohlberg, Lawrence (1974); Kohlberg, Lawrence (1976); Colby, Anne, Kohlberg, L. (1983); Shaffer, David R. (2004)

Today, as we live in the technology era where life styles turned to be smart. Using technology nowadays has been grown rapidly among students in all grade levels. Technology plays great role in the education sector. It is visible that technology facilitates teaching and learning process and helped students to access all needed information to support their work, which they view as a positive thing. Before this technology revolution, students used to go to libraries to seek information and strength their knowledge and get required references for their academic assignments. Today, it takes few minutes to get whatever needed information online easily. Regarding this issue we need to raise some questions, is it legal to access online resources to get some information from the internet and use it as a rough information? Is it acceptable to take the work of someone else and present it as our own work? What about the copyright? What is the role of our moral when we behave like this? This is what everyone should pay attention. Yes, the internet is there to help us to collect information not to take everything as it is, the internet is there to assist us getting the information. We need to work and show our creativity instead of cheating others' work to avoid breaching the morals that our parents inherited us.

Early in 1973, Kohlberg, revealed that the early research that focused on decision –making process morally is believed to be driven by reason. Today's research studies view the decision-making process relies on emotions or intuition but it does not look like a direct logic process (Haidt, 2001; Peters, Västfjäll, Gärling, & Slovic, 2006). Cheating and plagiarism are identified among students and they are developed as a habit that is unfortunately exist among students. Personality is viewed as one of the factors that cause students to cheat, also, decision- making process is related to cheating. According to (Lovett-Hooper, Komarraju, Weston, & Dollinger, 2007), an effective method to study the process of decision-making in perspective of morals is to examine moral and social transgressive behaviors that people manifest. Morally transgressive behaviors can be found in many forms such as cheating in school. The decision to cheat or plagiarize is

influenced by several factors such as lack of morality, the perception that cheating leads to good and rapid academic achievement, students low self-esteem and the feeling that they do not reach their full potential to achieve the required task successfully. Cheating is perceived as the stealing action, so a cheater is a person who lacks integrity and honesty which reflect a morality deficit. The action of cheating mostly occurs during examination or other assessment processes. Many factors may cause this behavior to be occurred including the desire of getting higher grades, lack of time to study and any other reasons. Hence, it could be classified as intentional decision.

As family represents the first development foundation for kids, parents should focus on the morality they should instilled in their kids. During early ages, parents should care more about raising up kids following set of values and acceptable morals. They should spread awareness and moral practices among kids and teach them how cheating and plagiarism are morally and ethically unacceptable behaviors. On the other side, parents should do visible efforts to support integrity in kids. Schools can play great role to develop acceptable morals among kids and spread awareness of the important of integrity and provide good practices to avoid cheating or plagiarism.

Methodology

In this research we propose to analyze the influence of the family morals on students plagiarism behavior.

Our hypothesis is that indeed family morals have a great influence on the student honesty. If the family neglect the child moral education, is banalizing fraud and/or is rationalizing and cautioning plagiarism, then students will be most likely encouraged to maintain this wrong behavior.

In order to test our hypothesis, we recourse to a quantitative and qualitative methods measuring the following aspects:

- Perception and the frequency of cheating and plagiarism among AUE (American University in the Emirates) students.

- Degree of transparency about the cheating and plagiarism behavior with friends, siblings and parents

- Comparison of student morality with the perceived father and mother morality.

Our population consists of a group of 42 students from different nationalities, aged between 17 and 25 years old.

Tools:

In order to measure the different components of our research, we proceed by a pre-survey questioner that we distributed among 30 students anonymously asking them to state whether they are against of for plagiarism, against or for cheating and to explain in each case their reasons.

We used the results of this pre-survey phase to create the statements that will be used next to measure their morality scale.

Results:

Question 1: What is Plagiarism ?

Plagiarism descriptors	Responses	Percentages
Borrowing ideas from the internet	8	19
Uploading someone's else material as your own	22	52.3
Exceeding 20% on the Turnitin	12	28.5
Copy pasting from internet	26	61.9
Citing author's idea or research without mentioning his name	10	23.8
Paying someone to do your assignment for you	7	16.6
Asking someone to do your assignment for you	9	21.4
Making a few changes to someone's else work and presenting it as your own	14	33.3

Plagiarism decriptors
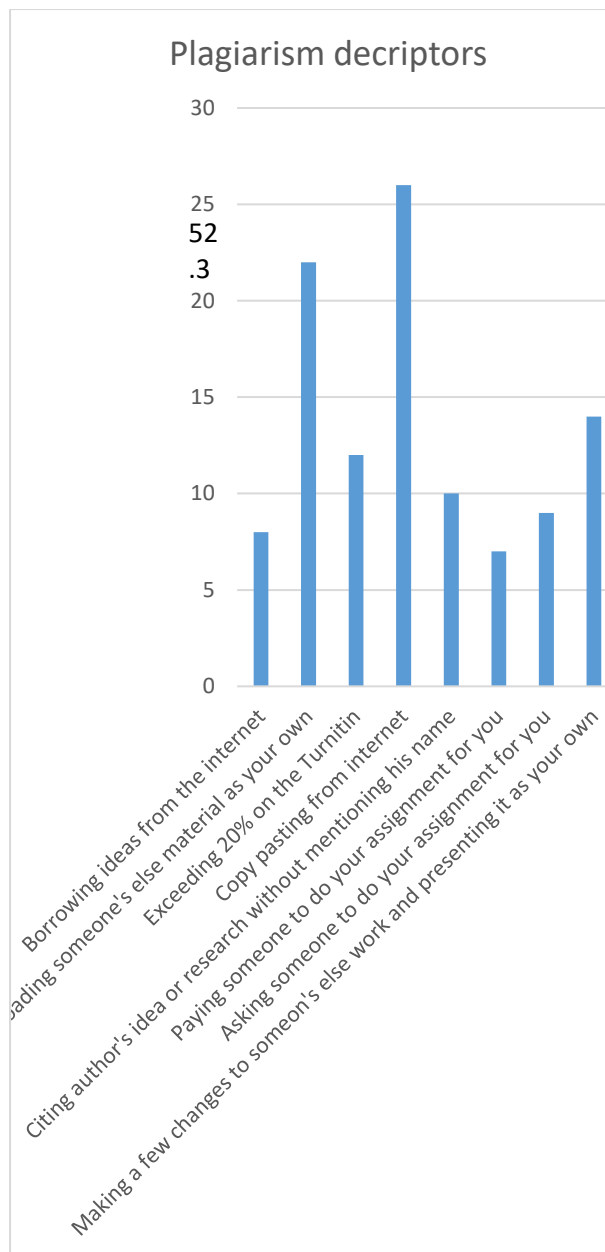
Most of the students are perceiving plagiarism as copy pasting from internet (61.9%) and uploading someone's else material as their own (52.3%). Almost 34% of the sample are identifying plagiarism as making a few changes to someone's else work and presenting it as their own.

More than a quarter of the sample (28.5%) is linking the plagiarism to the university policy and almost a quarter (23.8%) is defining it as citing author's idea or research without mentioning their name.

Only 21.4% perceive plagiarism as asking someone to do your assignment for you and only 16.6% as paying someone to do it.

Finally, 19% of the sample are describing plagiarism as borrowing ideas from the internet.

Question 2: How often do you recourse to plagiarism in your assignments?

Frequency of plagiarism in assignments	Responses	Percentages
Very frequently	7	16.6
Frequently	1	2.3
Sometimes	6	14.2
Rarely	18	42.8
Never	10	23.8

Frequency of Plagiarism in assignments
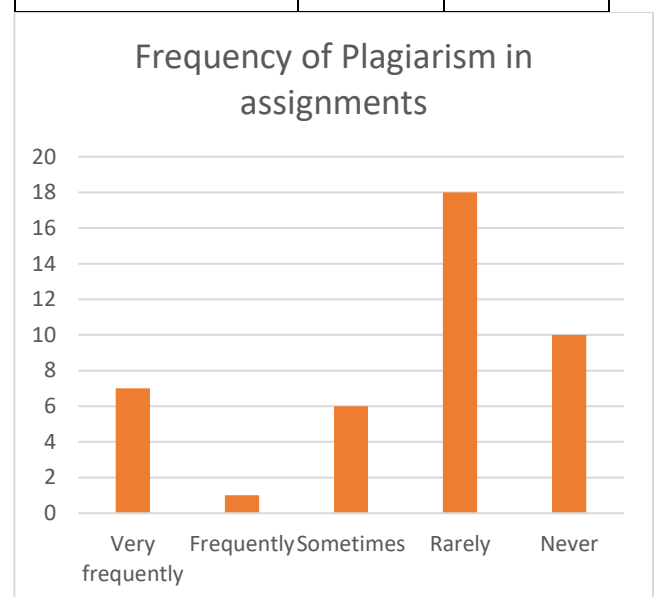
Almost half the sample (42.8%) rarely recourse to plagiarism in assignments. They justify having this behavior for many reasons such as:

- The need to support ideas and add deep explanations:

o It depends on what the assignment is asking for. I don't necessarily use someone else's work. However, I do borrow ideas and site them in my references.

o Because I need in depth explanations and/or examples.

o It's only to support my ideas.

o When I need some evidences to support my ideas.

- Tight deadlines to finish the assignments:

o   No time to finish my own assignments

o   I don't like to copy my assignments from anyone. I like to do it by my own self because I feel that this is my responsibility. I just copy from someone if I don't know the answers and when there is no time to solve it and I make sure that I understand it.

o   I'm working and studying at the same time and I really don't have enough time to finish my assignments.

-       Inability to find answers:

o   I don't like to copy my assignments from anyone. I like to do it by my own self because I feel that this is my responsibility. I just copy from someone if I don't know the answers and when there is no time to solve it and I make sure that I understand it.

o   Because of some hard assignments.

-       Length of the assignments

o   I plagiarize only when the assignments need a lot of work and many words count.

o   If the assignment is more than 3000 words.

-       The information on the internet are public

o   Some information are public and general.

-       Search for scientific definitions

o   Because I need to search for proper definitions.

Almost a quarter of the sample never recourse to plagiarism in assignments. They justify their reluctance to have this behavior by many reasons such as:

-       Trust in own ideas and opinions

o   In my opinion, I think that my words and ideas are much suited.

-       Dishonesty

o   I don't like to plagiarize as I feel it is dishonest and not a true reflection of my work

o   Because I will have a feeling of guilt all the time

o   It's not allowed and it's ethically bad.

-       Responsibility / self-confidence

o   I try to depend on myself and I believe it will affect me positively

o   I'm capable of doing my own work and I don't feel accomplished or fulfilled until I do everything myself.

Only 16.6% of the sample recourse to plagiarism very frequently in their assignments. They justify the need to do it for the following reasons:

-       Confirming the accuracy of the information

o   Variety of resources to confirm the accuracy of the information that I have searched for.

o   Research that is valid and reliable supporting my ideas and opinions.

o   To borrow ideas or explain something I couldn't

o   I take information to help me

-       Seeking for perfection

o   No assignment for a student can be perfectly done with zero plagiarism

Some students (14.2%) sometimes recourse to plagiarism in assignment and they explain their behavior by the following reasons:

-       Inability to find answers

o   When I don't have adequate information in the topic

o   I need to know more information and to have better ideas

-       Length of the assignments

o   Only when the assignment topic requires a lot of research

-       Inability to develop own ideas:

o   I can't explain with my own words even if I understand

Finally, a very small percentage of our sample is resourcing frequently to plagiarism in their

assignments and this is majorly to support ideas and add deep explanations (To support my ideas with theories and facts).

Question 3: How often do you recourse to cheating during exams?

Frequency of cheating during exams	Responses	Percentages
Very Frequently	0	0
Frequently	0	0
Sometimes	6	14.2
Rarely	11	26.1
Never	25	59.5

Frequency of cheating during exams
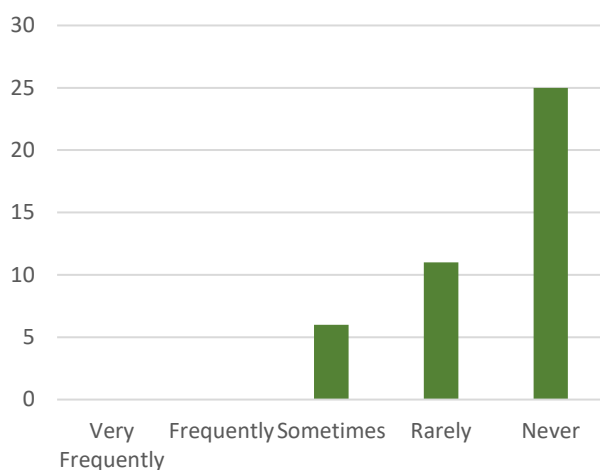
More than half of our sample (59.5%) stated that they never recourse to cheating during their exams and this is for the following reasons:

- Dishonesty, ethics and values:

o It's not nice to take credit for someone else work

o I would feel guilty if I used someone else's hard work and using it as my own

o My values go against cheating

o Cheating is against my religion

o It's against my religion

o I was raised in a way where cheating is forbidden

o It's not good to steal somebody's else work and time

o I never recourse to cheating during an exam because it's not fair

- Self-confidence:

o My pride doesn't let me

o I don't feel the need of the others even if I'm wrong

o I don't trust what others have learned

o I don't trust others answers

o I always prepare myself before the exam

o If I do my best and work hard, I will pass by my own without any help

o I study before the exam so I have no issues

o I work very hard before the exam

o No need to cheat when you study

- Responsibility regarding academic integrity:

o Cheating is wrong. There is no point of gaining a degree through cheating. I'm here to learn and cheating will not help me do it.

o Why cheating if I can study for it

o I can't evaluate myself. I will never know where I need to improve

- Fear of punishment and bad consequences:

o The consequences are not good

o It's not allowed and I prefer to study

o I might get caught

o It would lead to get kicked out of the university

Almost a quarter of our sample (26.1%) confessed rarely cheating during exam. They justified this behavior for the following reasons:

- The need to pass the course or to get a good grade

o It might be a hard question and I need to pass and sometimes to get a good grade

o   Only when the professors' questions are from another planet, then she/he makes us go toward cheating

o   Only if I really have to. I can't risk leaving empty questions. I need to maintain my GPA

o   When I do hard work during the course and I feel stressed in the exam and I want to pass.

-        Self-confidence:

o   I may get wrong answers if I cheat

o   I like using my own thoughts

o   I feel proud of not cheating/ personal image (ego and Superego)

o   I'm confident enough about the information I study and I prefer not to cheat

-        Inability to find answers:

o   Only when I need massive help in my exam

o   Sometimes I need help

o   When I'm stuck in a question

-        Fear of punishment and bad consequences:

o   These kinds of situations never end well

-        Dishonesty, ethics and values:

o   Disrespect of the faculty

Only 14.2% of our sample confirmed using cheating sometimes during exams and this is for the following reasons:

-        The need to pass the course or to get a good grade

o   Need more marks to pass the exam

o   Some courses require memorization and it's so much and hard

o   When there is too much memorization of the material and the instructors ask for some answers as the book

-        Inability to find answers:

o   Just if I studied well but don't know the answers

o   To get answers I don't know

-        Lack of interest on the course
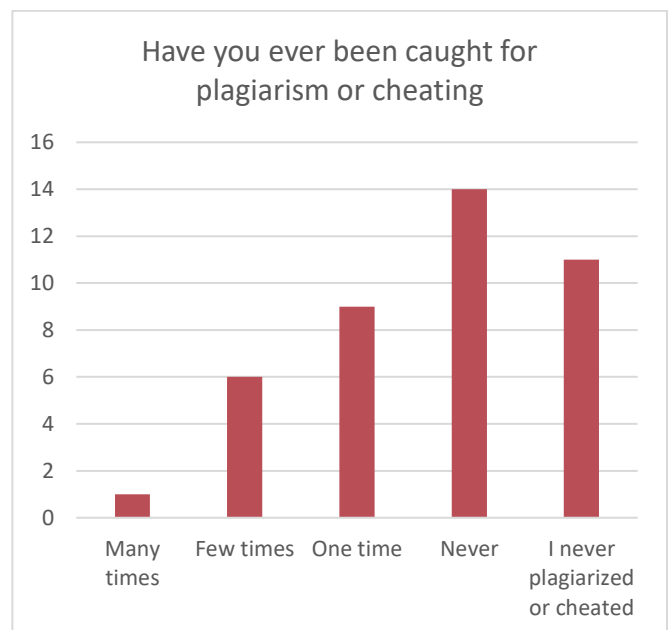
o   I'm not interested in the subject

-        Self-confidence:

o   I need help from my friends

Question 4: Have you ever been caught for plagiarism or cheating?

| Have you ever been caught for plagiarism and cheating	Responses	Pourcentages
Many times	1	2.3
Few times	6	14.2
One time	9	21.4
Never	14	33.3
I never plagiarized or cheated	12	28.5

More than a quarter of our sample (28.5%) expressed never have plagiarized nor cheated in their life.

More than a quarter of our sample (33.3%) confessed have plagiarized and/or cheated without being ever caught. Some of the students (21.4%) stated that they have been caught only one time, 14.2% few times and only 2.3% confessed have been caught many times.

Question 5: Did you tell your friends that you have been caught for plagiarism or cheating?

Did you tell your friends that you have been caught for plagiarism or cheating	Responses	Percentages
Yes	13	43.3
No	17	56.7
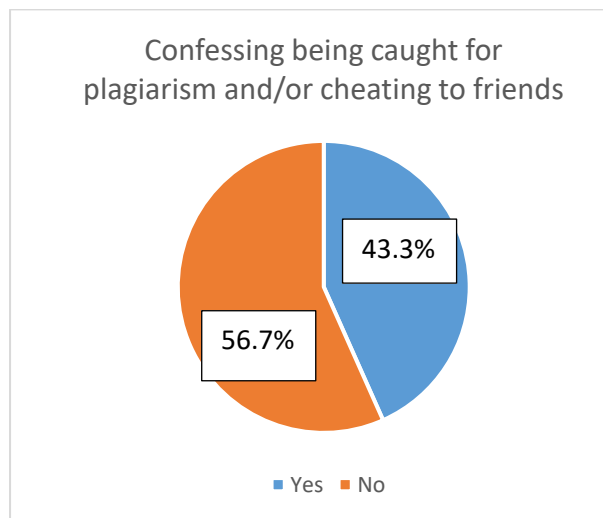
Confessing being caught for plagiarism and/or cheating to friends

The number of students who didn't share being caught for plagiarism and/or cheating with their friends is higher than the ones who did.

Indeed, 56.7% of our sample confessed that they didn't share being caught and this is for different reasons:

-        Maintain a good social image:

o   I don't want them to take bad idea of me. I should be a good example for them that they can relate to

o   Because it's private and embarrassing

o   I feel it's a personal thing

-        Dishonesty, ethics and values:

o   I must not be proud of it

Almost half our sample (43.3%) stated that they shared being caught with their friends. We asked them how they friends reacted and they answered as the following:

-        Supporting the behavior

o   It wasn't chocking, they cheat also

o   They asked me how and I explained them how to not get caught

o   They said you should be smarter in cheating

o   They thought it was funny

-        Giving advices

o   Some of my friends asked me to not do it again

o   They advised me to resubmit

o   They advised me to stop doing it and be careful next time

-        Mocking

o   They laughed at me

o   They kept laughing

-        Giving help

o   Some of my friend helped me to pass the course

Question 6: Did you tell your siblings that you have been caught for plagiarism and/or cheating?

Did you tell your siglings that you have been caught for plagiarism or cheating	Responses	Percentages
Yes	16	53.3
No	14	46.3
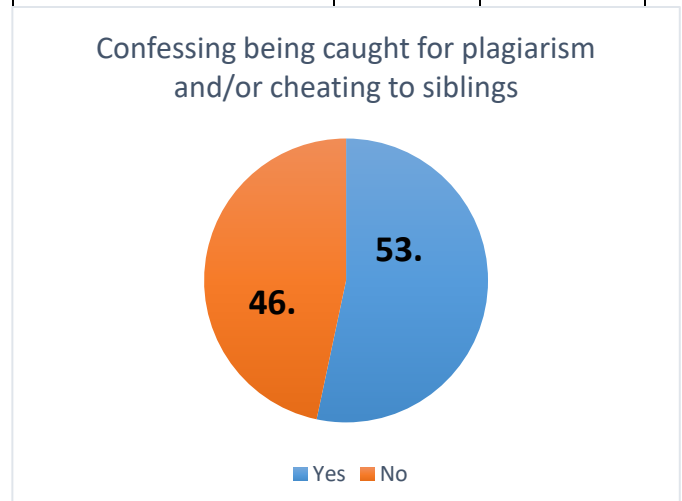
Confessing being caught for plagiarism and/or cheating to siblings

The number of students who didn't share being caught for plagiarism and/or cheating with their siblings is lower than the ones who did.

Indeed, 46.7% of our sample confessed that they didn't share being caught and this is for different reasons:

- Maintain a good social image:

o I never talk about me cheating

o Bad influence and role model

o No need to tell them

o They would start talking too much

o It's embarrassing

- Dishonesty, ethics and values:

o Because it's disgraceful and unethical

- Lack of attention

o They wouldn't care

Almost half our sample (54.3%) stated that they shared being caught with their siblings. We asked them how they reacted and they answered as the following:

- Giving advises

o I gave them some advices

o They get surprised and I explained everything to let them be aware of these kinds of problems. I trust them and they trust me

o They gave me advices and ask me to be wiser

o They advise me to stop it and never do it again and I should study more

o To share something, I learned

- Supporting the behavior

o They told me it's fie but be careful, don't let the professors catch you and they laughed.

o It's a normal thing

o No reaction, they all experienced this

o She knows me too well so she told me that it's ok and I can remake the assignment.

- Mocking

o They kept laughing

o They laughed at me

- Deception

o They were shocked

o They were surprised

Question 7: Did you tell your parents that you have been caught for plagiarism and/or cheating?

Did you tell your parents that you have been caught for plagiarism or cheating	Responses	Percentages
Yes	16	53.3
No	14	46.7

Confessing being caught for plagiarism and/or cheating to parents
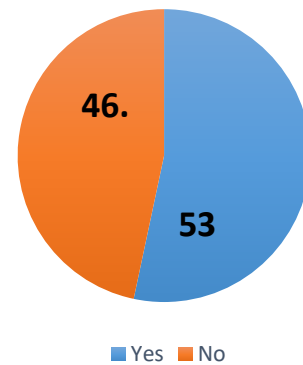
Almost Half our sample (46.7%) didn't confess being caught for plagiarism and/or cheating to their parents and this is for the following reasons:

- Lack of attention

o They know that I cheat sometimes. I don't tell them because I have to solve my problems by myself

o They never asked me

o They won't ask, I won't tell

o Because it's not important to tell them

o   They   don't   talk   much   about assignments and university work

-          Maintain a good social image:

o   Bad influence and reputation

o   They wouldn't be proud of me

o   They will get upset from me

o   They will get disappointed

More than half of our sample (53.3%) confessed being caught for plagiarism and/or cheating to their parents. Some of them just told it to one of their parents and some students to both of them.

Did you tell your parents that you have been caught for plagiarism or cheating	Responses	Percentages
Father	3	18.75
Mother	8	50
Both parents	5	31.25

Confessing being caught for plagiarism and/or cheating to parents

■ Father ■ Mother ■ Both parents
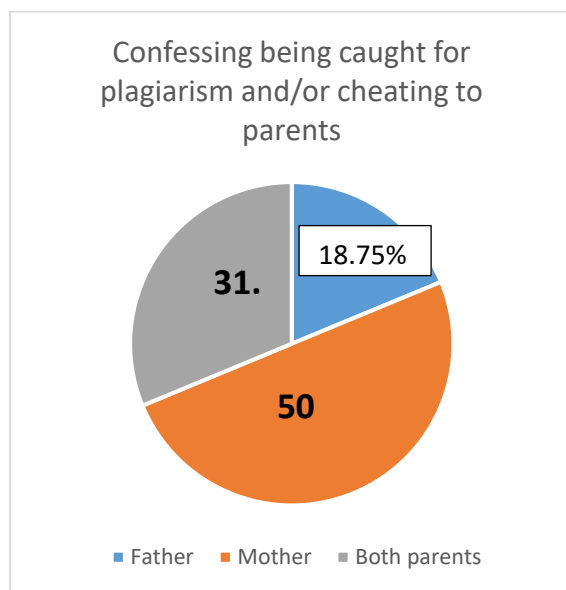
Half the students who confessed being caught to their parents shared their bad experience with their mothers, 18.75% with their fathers and 31.25% with both their parents. When we asked them how their parents reacted, they gave us the following answers:

☐   Mother:

-          Giving advises

o   She advised me to not do it again since I'm in university now

o   She told me that I should study more

o   She told me to not do it again

-          Banalization

o   She told me that it's not a big deal and advised me to try to not do it again.

o   She told me it's ok and I can retake the assignment.

o   She said to try again and to try to do my best not to plagiarize

-          Supporting the behavior

o   My mother told me to be careful and next time solve it by myself but if I don't know and it's very hard then I can cheat

-          Deception

o   She was shocked

☐   Father:

-          Banalization

o   My father laughed and said that it's fine to do it again if I don't know the answer

-          Lack of attention

o   He didn't care as long as I graduate

-          Deception

o   He was shocked

Question 8: Morality Level

Subject	Subject score	Subject Morality Level	Father Score	Father Morality Level	Mother score	Mother Morality Level
1	77	Mild	65	Low	76	Mild
2	68	Mild	50	Low	89	High
3	49	Low	69	Mild	66	Mild

4	75	Low	97	High	52	Mild
5	76	Mild	56	Low	68	Mild
6	79	Mild	92	High	68	Mild
7	57	Low	59	Low	50	Low
8	63	Low	29	Very Low	81	Mild
9	103	High	106	High	109	High
10	98	High	88	High	104	High
11	81	Mild	84	Mild	74	Mild
12	101	High	105	High	92	High
13	95	High	76	Mild	59	Low
14	83	Mild	90	High	68	Mild
15	85	Mild	86	Mild	88	High
16	66	Mild	80	Mild	69	Mild
17	75	Mild	0	-	81	Mild
18	73	Mild	82	Mild	82	Mild
19	78	Mild	93	High	101	High
20	94	High	107	High	96	High
21	57	Low	51	Low	53	Low
22	53	Low	42	Very Low	55	Low
23	87	Mild	89	High	95	High
24	43	Very Low	80	Mild	61	Low
25	73	Mild	73	Mild	73	Mild
26	64	Low	67	Mild	67	Mild
27	93	High	104	High	100	High
28	93	High	101	High	105	High
29	71	Mild	64	Low	65	Low
30	72	Mild	62	Low	63	Low
31	81	Mild	95	High	74	Mild
32	91	High	84	Mild	88	High
33	101	High	108	High	106	High
34	75	Mild	54	Low	93	High
35	71	Mild	66	Mild	69	Mild
36	86	Mild	82	Mild	84	Mild
37	74	Mild	66	Mild	67	Mild
38	92	High	103	High	96	High
39	110	High	110	High	110	High
40	99	High	97	High	100	High
41	76	Mild	67	Mild	61	Low
42	80	Mild	88	High	86	Mild

The scores of the students have been counted and four categories qualifying the level of morality have been identified as the following:

- From 22 to 44: Very low level of Morality

- From 44 to 66: Low level of Morality

- From 66 to 88: Mild level of Morality

- From 88 to 110: High level of Morality

The results show that half (54.7%) of our sample manifest a mild level of Morality, 28.5% manifest a high level of morality, 14.2% of the students show a low level of morality and 2.3% a very low level.

Morality Level	Number of subjects	Percentages
Very Low	1	2.3
Low	6	14.2
Mild	23	54.7
High	12	28.5
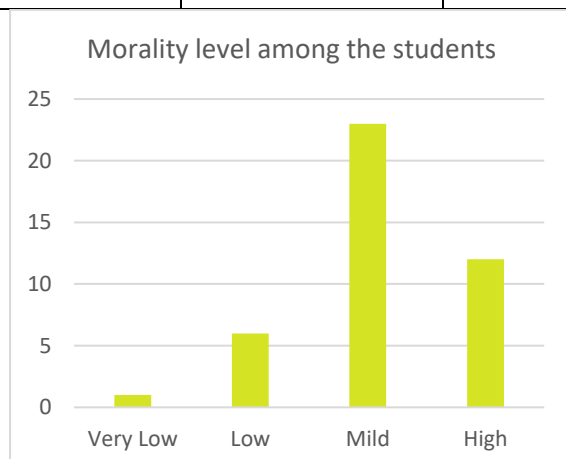
We also measured the morality level of the parents of each student and we compared the morality level of each student to the morality of his father and of his mother.

The morality correspondence is illustrated in the table in below:

| Morality correspondance	Father	Mother	Both parents
Student	2	8	20
Percentages	4.75%	19%	47.6%
Total	71.35%		
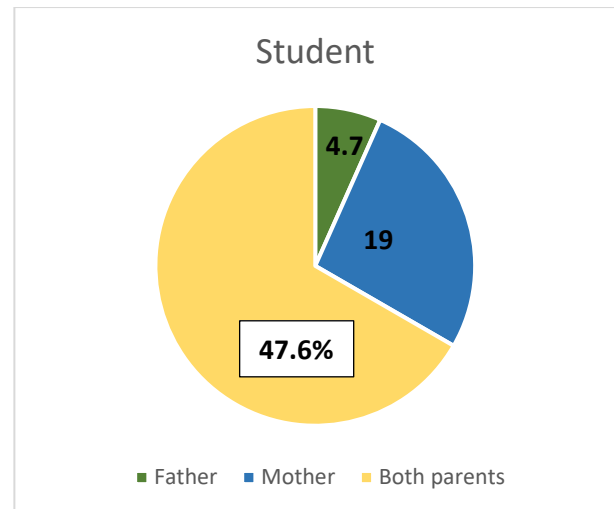
The results show indeed that the parents perceived morality is influencing the big majority (71.35%) of students' morality. Mothers seem to be more influencing their kids' morals (19%) than the fathers (4.75%). The results are also highlighting the importance of parents' similarities regarding perceived moral values. Indeed, students are more prone to be influenced by their parents' morality when both parents are perceived as sharing the same level of morality.

The graph in below is showing the compatibility of the students' level of morality and their fathers' level of morality:
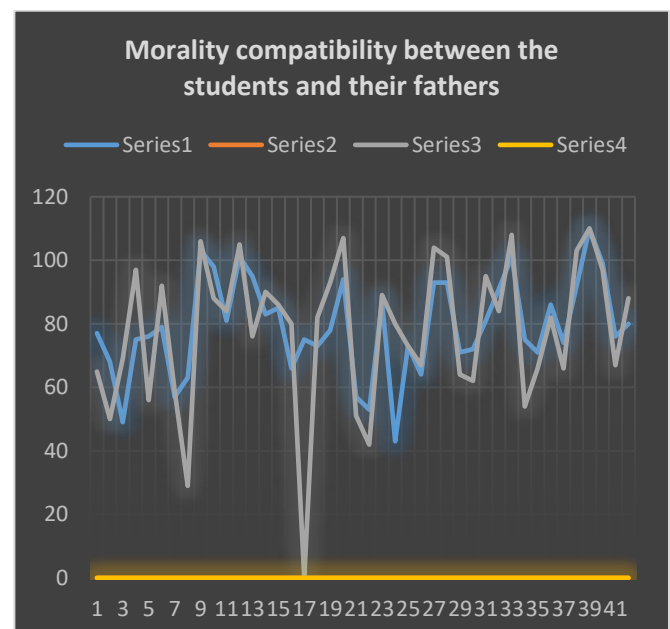
The graph in below is showing the compatibility of the students' level of morality and their mothers' level of morality:

Morality compatibility between the students and their mothers
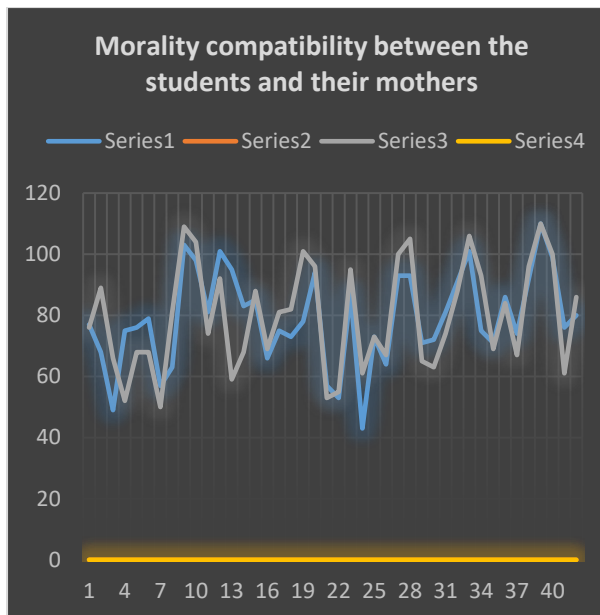
The gaphs are showing that the compatibiity mother/student level of morality is slightly higher than the compatibility father/student level of morality.

Compatibility mother/student VS father/student

50%

66.

■ Compatibility Student/Father
■ Compatibility student/Mother
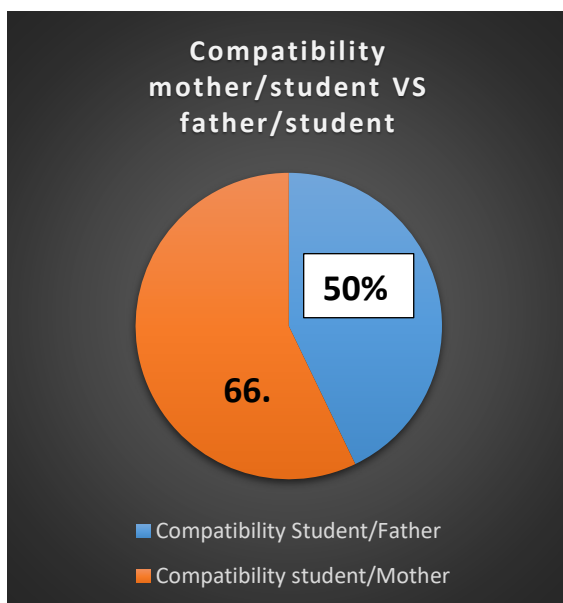
Conclusion:

The aim of our research was to explore the influence of family morality on students academic honesty. In order to reach this purpose, we established a survey measuring the perception of plagiarism among students, the degree of transparency of cheating and plagiarism behavior with friends, siblings and parents and finally we compared the score of

morality of each student to the perceived morality score of his father and his mother.

The scores have been enriched by qualitative analysis of the results.

The research showed that the perception of plagiarism among students is still blurred and that deeper awareness campaigns and methods are needed in universities and schools.

Students recourse to plagiarism and cheating because they face time management problem inflaming anxiety to abide by deadlines, self-confidence issues, the need to score always high fulfilling the image of perfection and lack of interest in the courses.

The majority of our sample are reluctant to sharing their plagiarism and cheating behavior with their friends because they need to maintain a good social image and they don't feel proud about it. However, the ones who do it are mostly being encouraged to maintain the plagiarism behavior.

The majority of our sample are reluctant to sharing their plagiarism and cheating behavior with their siblings because they need to maintain a good social image, they don't feel proud about it and also because of the lack of interest manifested by the siblings. However, the ones who do it are either encouraged to maintain the plagiarism behavior either being advised and reprimanded for their deviant behavior.

Almost half of our sample are reluctant to sharing their plagiarism and cheating behavior with their parents because they need to maintain a good social image and also because of the lack of interest manifested by the parents. However, the ones who do it are either encouraged to maintain the plagiarism behavior either being advised and reprimanded for their deviant behavior by their mothers. Regarding confessions made to fathers, students were facing banalization, lack of attention and very rare blaming reactions.

The results of our research show finally that perceived parents' morality is indeed influencing the student's morality especially when perceived mother's morality and perceived father's morality comply to one another.

Indeed, that creates consistency in the child attitude and help him to internalize the norms

and values in a safer way. These results confirm the outcomes of the study of Oladipo (2009) exploring the responsibility of moral child education among parents. The research highlighted that during childhood, caregivers play a fundamental role in their kids' moral development. He emphasized also the quality of the bound between parents and children assuring that the warmth degree between them can guarantee the good implementation of morals.

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