A Chasm of Academic Integrity Perspectives Between Students and Lecturers

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Abstract

Academic integrity is a critical issue in Australian universities and globally, as its absence leads to academic misconduct. This study explores academic integrity and misconduct from both lecturer and student perspectives at a large Australian university. Through 20 semi-structured interviews with business students and lecturers, a qualitative phenomenological analysis identified an "academic chasm" between these groups. Themes emerged around understanding integrity, power dynamics, and national culture. By comparing these perspectives, the research aims to bridge gaps in understanding and practice. Drawing on insights from various fields, this study provides a novel qualitative model to address integrity issues in higher education. The findings offer new directions for fostering mutual understanding and promoting academic integrity among lecturers and students.

Keywords: Academic integrity, Higher education, College students, Perceived ethics, Plagiarism

1. Introduction

Australia's Tertiary Education Quality and Standards Agency (TEQSA) denotes academic integrity as the aspiration for teachers, students, researchers, and all members of the academic community to embody the values of honesty, trust, fairness, respect, responsibility, and courage in their actions (Tertiary Education Quality and Standards Agency, 2022). According to Williams et al. (2014), academic misconduct is common and a major source of concern at American colleges and universities. In addition, several studies reveal business students are among the most prevalent cheaters on campus (Baird, 1980; Klein et al., 2006; McCabe & Trevino, 1995; Rettinger et al., 2004; Ababneh et al., 2022). The implications of such lack of academic integrity generated from business school education may be the reason for corporate cheating controversies (including Enron and WorldCom) where the bad actors justified their malfeasance with the money they made (Ghoshal, 2005). A 2021 study (Parks-Leduc et al.) revealed that business students were more likely to rationalize their cheating behavior than other majors. The current literature demonstrates we have a significant issue with academic misconduct and thus academic integrity globally. Data received through a freedom of information request in 2017 in the UK showed a 42% increase in academic misconduct over the previous four years, notably cheating employing technology (Tee & Curtis, 2018) and more recent data showed that use of cheating sites by UK students tripled in 2020 (Cheating on the rise in UK, 2021).

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This lack of integrity problem is apparent in Australia. TEQSA's Higher Education Integrity Unit continued to work to prevent the erosion of academic integrity, and Professor and Officer of the Order of Australia (AO) Peter Coldrake, Chief Commissioner of TEQSA, urged Australian higher education providers to take precautions against integrity risks. He also urged institutions to remain vigilant and implement the necessary governance, policies, and procedures to ensure academic integrity (Coldrake, 2022).

This work will enable the general public, academic institutions, and other stakeholders better understand academic integrity and gather factual information for an analysis of academic integrity in the Australian context. In the context of promoting positive academic integrity improvement, student cheating poses two evident challenges at the institutional level as posited by Lupton et al. (2000). Firstly, it jeopardizes the fairness and effectiveness of educational assessment, leading to an inaccurate evaluation of students' relative abilities. Secondly, those who engage in academic dishonesty may hinder their own learning progress, making them less prepared for advanced study or practical application of course material. On a broader societal scale, there is a likelihood that students who disregard academic integrity during their university years may carry this lack of respect for integrity into their future professional and personal relationships. These concerns emphasize the importance of addressing and enhancing academic integrity.

2. Literature Review

2.1 What is Academic Integrity?

Given that the term "academic integrity" has many different connotations, defining it can be difficult. MacFarlane et al. (2012) express agreement with the notion that "academic integrity" presents challenges due to its susceptibility to varied interpretations and its common association with the behavior of students, particularly concerning issues such as plagiarism and cheating. Similarly, Roig and DeTommaso (1995), and Ferrari (2005) distilled academic dishonesty as a two-dimensional construct namely, 'plagiarism' which pertains to written submissions and 'cheating' relating to class tests and exams. Adesile et al. (2016) went on to clarify three dimensions of dishonest behaviors among students, namely cheating, plagiarism, and research misconduct. Cheating includes copying another student's work or using unauthorized materials during exams. Plagiarism encompasses actions such as failing to credit team members in group assignments and not citing previous research properly. Research misconduct covers other actions, like fabricating lab results and manipulating research data, which do not fall under the categories of cheating or plagiarism.

Academic dishonesty is a multidimensional approach that is supported by the literature. Academic integrity related to dishonesty is largely viewed, addressed, and studied as a pejorative term in the research. This area is a rampant issue and accordingly a burgeoning area of research (Tee and Curtis 2018). The proliferation of research pertinent to academic integrity has been documented from data collected by researchers in China where articles published on academic integrity grew from just two (2) articles a year in 2001 to 335 articles published in 2010 alone (MacFarlane et al., 2012).

In summary, academic integrity, academic dishonesty and academic misconduct are intertwined multidimensional terms that in modernity are a rampant issue in academia and thus a burgeoning area of research.

2.2 Research Background

Numerous research studies highlight the rampancy of academic dishonesty (Wehman, 2009). A plethora of research in the previous decades examined the salient issue of academic integrity and academic dishonesty phenomena in education institutions. Nonetheless, research is not limited to contemporary academia. Research summarized by Frier (2014) highlights that academic misconduct has a historical precedent, with varying rates over the years, starting in the 1940s. Swift and Nonis (1998) ascertained an abysmal admission rate of 60 % and 87 % of students who confessed to cheating at least once. More recent studies suggest that the high rates of self-reported cheating observed by Swift and Nonis have

persisted and potentially increased in some contexts (Meazure Learning, 2024). The range of 60% to 87% they reported still appears to be relevant, with most recent studies falling within or close to this range. What is evident throughout the corpus of academic studies examining academic integrity is the prevalence or rampancy of academic misconduct. For instance, Bunn et al. (1992) completed an analysis of two higher education courses in Alabama, USA and identified 80% of the student cohort contend a colleague perpetrated copying. Half of the students who were caught cheating deemed that as normal behavior and another half admitted to committing copying. Furthermore, Whitey (1998) reviewed 46 studies which determined average rates of academic misconduct at 70.6% and suggested the issue was worse in business schools. Mcabe's (2002) seminal research of approximately 50,000 undergraduate students revealed 70% of students confessed to engaging in misconduct. In a study involving 228 students prone to academic dishonesty, Balik et al. (2010) found that a significant percentage were willing to resort to copied material in various situations. Specifically, 90% were open to using copied material when faced with the risk of expulsion, 63% when they were ill-prepared, approximately 40% during crucial examinations, and 33% if the opportunity presented itself. A review of multiple studies from 1992 to 2008 indicated widespread student dishonesty, with self-reported rates ranging from 37% to 80% (Wehman, 2009). Furthermore, academic integrity issues extend to exams, as Bretag et al. (2013) found that about 2.4% of university students admitted to cheating during proctored exams. Sheard and Dick (2003) reported 9% of postgraduate information technology students in Melbourne engaging in serious exam cheating, despite invigilator presence. These concerning findings prompt further research efforts to combat academic misconduct and promote integrity in education.

2.3 Interventions for Academic Integrity: Institutional Policy

Recent research has endeavored to improve the current plight of academic integrity in educational institutions. A UK content study examining higher education content and texts noted that this issue is poorly addressed, and contract cheating is absent from the discourse (Birks et al., 2020; Ransome & Newton (2018). Studies reveal little communication on the issue and that institutions were devoid of implementing rigorous or systematic regimes to promote academic integrity. In a comprehensive review, Panther (2020) concludes that there has been an evolution for academic integrity at the institutional level, largely seen in the adaption of honor codes aimed at reducing misconduct. Research notes a lack of honor codes and students demonstrate a greater predilection to cheat academically due to environmental or ethos factors which are more favorable or lenient to unscrupulous student deportment. Honor codes were implemented in an attempt to improve academic integrity and attenuate cheating. However, in US longitudinal studies of academic misconduct after the introduction of an honor code-like 'academic integrity policy', no reduction of academic conduct was found (Von Dran, et al., 2001; Brimble & Stevenson-Clarke 2005). Similarly, the research of Staats and Hupps (2014) and Brown & Howell (2001) concurred that policy statements on plagiarism only changed students' perceptions of the seriousness of plagiarism but were ineffectual in changing behavior and resulted in no decreased intentions to cheat. Nevertheless, Staats & Hupps (2014) refrain from a recommendation of the abandonment of policy statements on plagiarism, rather they posit that these statements by themselves are unlikely to have a significant behavioral impact on the majority of students and that professors and administration should be aware of this.

What is important is the institutional support of academic integrity since this will foster better academic conduct (De Maio, 2019). Often a lack of administrative support or effective academic policies are lamented as the source of academic misconduct (Hamilton, 2022). Furthermore, in many cases, the absence of adequate administrative backing and well-defined academic guidelines is criticized as the root cause of academic misconduct. There are instances where educators, whether or not they have access to a centralized system for addressing student misconduct, opt to overlook such issues. This may happen either due to emotional fatigue stemming from such conflicts or a perception that their existing workload is already overwhelming, and adding misconduct investigations would exacerbate it. The burden associated with investigating and managing academic misconduct has been recognized as a significant obstacle to the effective implementation of academic policies (Birks et al., 2022). Brimble (2011) also

notes paradoxically that staff members appear to acknowledge the significance of the issue, but regrettably, their individual initiatives are frequently hindered by both insufficient resources and a lack of cohesive institutional backing. Finally, themes from semi-structured interviews with 26 academics from four public Western Australian universities identified worries about tenure and reputation, stress and overwork, time-consuming, institutional processes and being ignored by those higher in authority as salient themes to plagiarism. Thus, academic integrity policy and institutional buttressing is critical to rectifying academic misconduct (De Maio et al., 2019).

2.4 Interventions for Academic Integrity - Staff Intervention

Research shows that faculty and staff play a pivotal role in the improvement of academic integrity. An educational approach early in the student journey is exhorted to ameliorate academic integrity. A more preventive approach, preceding prosecution or punishment, entails informing students early and knowing the expectations around their academic submission (Celik & Razi, 2023). Roig and DeTommaso (1995) postulate that faculty play a more active role than they have been in the past engendering an atmosphere of academic integrity in the classroom. Freire (2012) concluded that academic organization plays an important role in its students' ethical training. Thus, faculty, staff and administrators are at the forefront of improving academic integrity and that dedication of class time to accurately explain references will avert plagiarism rates (Scanlan, 2006). In addition to institutional and faculty support, punishment is viewed as a means to assist with academic integrity issues (Lynch et al., 2021). However, severer punishment is rarely an efficacious deterrence. Regrettably, appropriate penalties are not applied, or cases are neglected. For example, Barrett & Cox (2005) stated that 63% of academic staff from a UK university were cognizant of the plagiarism protocol, but that 51% overlooked students' suspected plagiarism. Moreover, of 300 faculty members studied at a large, public US university, Nadelson (2007) found that only 40% of faculty responded to protocol issues. Reasons for the aversion or reluctance were canvassed by Brimble and Stevenson-Clarke (2006) in a study of 200 lecturers from four Queensland, Australia universities and found to include inadequate time or resources, reservation on where they could prove allegations, and an absence of, or uncoordinated, institutional support.

2.5 Australia

Academic integrity comparison studies between instructors and students are rather rare in Australia. Nonetheless, there is existing comparative research. For instance, geographical comparisons examining academic misconduct among business students in the US and UAE have been investigated (Williams et al., 2014). This study supported McCabe et al.'s (2008) research regarding cultural context and cheating, concluding that undergraduate business students from the UAE were significantly less likely to deem various academic misconduct as grave or dire cheating compared with their US counterparts. McCabe et al. (2008) reported equivalent disparity, as 80% of the Lebanese students confessed to perpetrating academically dishonest behavior, compared to 54% of US students. Furthermore, only 21% of American students admitted to exam or test cheating compared to 66% of Lebanese students in the previous year. McLeod (1992) found that students hailing from specific Middle Eastern, Asian, and African backgrounds find it challenging to understand the concept of academic misconduct like plagiarism because their cultures view words and ideas as communal assets rather than individual possessions. This suggests that more research is needed in the Australian context, and culture seems to affect patterns of academic integrity violations. A 2005 study from Queensland analyzed the reporting and management of academic misconduct derived from surveys completed by 1,206 students and 190 academic staff at four major Queensland universities (Brimble et.al., 2005). The authors found that students cheat in their academic endeavors due to various factors, including the difficulty and time constraints of assessments, a desire to assist peers, confusion about what constitutes academic misconduct (especially regarding plagiarism and referencing), and the belief that they are unlikely to face consequences. Notably, these reasons differ from what students communicate to staff, suggesting a disconnect between students and instructors regarding academic integrity and misconduct. A more recent study (Yankova, 2024) examined

academic integrity policies across cultures, including Australia, and found that there are still challenges in translating academic integrity ideals into practice.

This study will provide more current and novel qualitative research to augment the insights relating to staff and students regarding academic misconduct. Roberts & Toombs (1993) addressed students and faculty's mutual perceptions of cheating by comparing the recommended penalties for various types of (examination-related) dishonest behaviors. They propounded the facilitation or the development of preventive measures when faculty and students perceive cheating with similar degrees of seriousness. It is advantageous that this research aims to remedy the difference or dissonance between students and lecturers as well as detect the chasm utilizing qualitative metrics. As a result, it reduces academic misbehavior and brings together the two main but interdependent actors in academia—students and professors.

3. Data Analysis

Analysis was guided by the research question, the interview question prompts, and Colizzi's (1978) phenomenological method of inquiry. There were procedural steps to Colaizzi's method of data analysis by lived experiences used in this study which included: a) Reading all the participant's transcribed statements to acquire a feeling for them; b) Extracting significant statements from the transcriptions that are related to the instructor's (or student's) views on academic integrity; c) Formulating meanings or codes from the significant statements. d) Repeating step c for each participant's statements, and then place the codes into clusters of themes based on frequency; e) Integrate all the results into a description of the perspectives and practices; and f) Attempt to reduce exhaustive description into the unequivocal statement that is an identification of the fundamental structure of the phenomenon. This type of thematic analysis has been widely used as a method for identifying, analyzing, and reporting patterns in qualitative data (Braun et al., 2019 and Clarke & Braun, 2016).

4. Methods

An interview approach was used to glean the academic integrity perspectives of both students and academic staff. This research elicited responses which augmented apprehension of academic integrity and provided strategies to avert academic integrity issues.
Research questions included:

1. What factors enhance academic integrity?
2. What are the reasons or precursors for poor academic integrity standards or conduct?
3. What are the different attitudes for academic integrity?
4. What cultural differences are apparent regarding academic integrity?
5. What are the key strategies to foster academic integrity?

The research method of interviews was aimed at illuminating the reason for academic misconduct and to distinguish a perceived "chasm" or gap between students' and faculty perspectives in regard to academic integrity themes. Qualitative interviews were employed here as they are often used to investigate teachers. For example, research by Cockburn (2014) used "semi-structured interviews to study mediocre teachers" to ascertain key findings. In addition, a sufficient quantity of research using qualitative methods for academic integrity investigation exists. Specifically, interview methodology from several studies have been utilized for student and faculty relationships in the classroom (Aultman et al., 2009, Kolbert et al., 2002; Macfarlane & Saitoh, 2008; and Reybold, 2008).

10 students and 10 lecturers were interviewed from a Brisbane, Australian-based university. All participants originated from the Business faculty. Semi-structured, face-to-face, or phone, interviews were conducted to complete the qualitative interviews. Probes were utilized to elicit cogent or compendious responses to the interview questions. Interview durations did not exceed 30 minutes in length. NVivo was used for the transcription of audio recordings. The interviews were recorded on password-protected laptops using the "Voice Recorder" function immanent in Windows software and all related data was

stored on password-protected devices. NVivo was used for the transcription of audio recordings used for all the study results

5. Results

5.1 Qualitative coding meaning

The lecturers and students in this study identified common themes in interviews related to academic integrity; however, their detailed responses revealed distinct interpretations and priorities, highlighting a significant divergence or chasm in how each group understands these shared issues. The issues reported around academic integrity were the easiness of misconduct, laziness, lack of academic integrity knowledge, time management, time crunch, pride, pressure, apathy, attention, mindset, currency and going beyond. In addition, respondents reported similar phrases (expressions) pertaining to their experiences around academic integrity with one important exception, laziness. Out of these issues came the meanings (clusters of themes) around academic integrity for these participants that were the focus of this study: understanding integrity, power dynamics, national culture, and teaching strategies. The experiences expressed by the interviewed subjects regarding academic integrity elicited the following outcomes: academic integrity components; lecturer and student issues around academic integrity; and the meanings associated with academic integrity. These items revealed a "chasm" between the academic integrity components (the starting point) and the meaning of academic integrity (the end point or the upholding of academic integrity) and are summarized in Figure 1.

The organization of these outcomes were based on a related description of hospital-related fears for small children (Salmela, 2010), veterans in an equine educational program (Gehrke et al., 2018) and in understanding online teacher presence (Sistek-Chandler et al., 2020).

5.2 The essential components of academic integrity

This was the starting point or starting experience of the subjects in class. The participants encountered academic integrity through a variety of components: university policy, the learning management system (LMS), the syllabus, course assignments, penalties, plagiarism detection software, writing, sourcing, and other various course materials.

5.3 The lecturer and student issues of academic integrity

The process of talking about academic integrity included emotional responses, issues and expressions. When each participant voiced their individual reactions to the focus group questions regarding their experience with academic integrity, he or she described emotions and had expressions that fit into several themes. The coding of these responses allowed for the descriptions of the meaning of academic integrity for these participants and are presented in Tables 1 and 2.

5.4 The meaning of how lecturers and students experience academic integrity

The meaning of the related experiences for lecturers and students were defined by a narrative integration of significant statements. These resulted in four main clusters that came out of the qualitative analysis: Understanding Integrity, Power Dynamics, National Culture, and Teaching Strategies. The results of these analyses are also presented in Tables 1 and 2.

5.5 Understanding Integrity

The cluster of understanding integrity consisted of two (or 3) main themes describing an overall knowledge and use of the rules around academic integrity. Lecturers noted that a cause of a lack of academic integrity was its ease, which was not noted by students as a reason for engaging in academic misconduct. Both groups noted that laziness and a lack of knowledge about academic integrity resulted in misconduct such as plagiarizing. The ignorance or lack of knowledge of students was a consistent factor in debasing academic integrity mentioned by both students and lecturers.

5.6 Power dynamics

A cluster of several themes surfaced around power dynamics from both lecturers and students. Students, more than lecturers, blamed a lack of time or time management skills for academic integrity issues. Students reported that they felt rushed at the last minute and struggled with time management that often left them in a time crunch with academic integrity at the end of the list in terms of time. Lecturers described a power struggle over students that face pressures from family to succeed and make everyone proud as well as the pressure to succeed at work and school.

5.7 National Culture

The cluster of national culture revealed three main themes about how the subject's felt about their backgrounds around the issue of academic integrity. Culture revealed feelings of apathy towards academic integrity in both groups shared that many cultures don't view a lack of academic integrity as something serious. Respondents reported different mindsets around plagiarizing and other misconduct based on cultural backgrounds. Specific nations were shared by the interviewees that paid less attention to academic integrity than others.

6. Discussion

This research seeks to ascertain and rationalize occurrences of academic integrity issues. The eventual goal is to ameliorate the deleterious phenomena of a lack of academic integrity that leads to plagiarism and cheating. The immediate goal of the present research is to understand qualitatively the differences of viewpoint between lecturers and students in regard to academic integrity. We found several reasons for academic integrity issues in our sample, namely understanding integrity, power dynamics, and national culture, were the salient reasons for academic integrity issues for Australian university students.

In a cluster of themes related to the understanding of academic integrity, lecturers noted that perpetrating a lack of academic integrity was something that was easy to do for students. This was not noted by students as a reason for engaging in academic misconduct. Lecturers saw the academic misconduct as a lack of effort and contended that indolence and expediency as cardinal reasons for student's lack of academic integrity. Contrastingly, fewer students than lecturers purported laziness as a reason for academic misconduct and attributed it as an oversight rather than laziness. Student responses clearly pointed to a lack of knowledge as a precursor to academic integrity issues and both lecturers and students expressed this view. Clearly, students' lack of knowledge needs to be addressed to ameliorate academic misconduct.

Like the cluster of themes around understanding academic integrity voiced by participants, there was a cluster of themes around the power dynamics related to academic misconduct. This centered around a lack of time management purported to engender academic misconduct. Students, more than lecturers, blamed a lack of time or time management skills for academic integrity issues. Students that were well organized and up to date with all their assignments, resources, and assessments in their classes had an easier time with upholding academic integrity. A further intricacy of academic integrity was the lack of prioritization of education from students which was alluded to by both cohorts. The pursuit of employment, visa, or immigration status rather than education resulted in a lack of academic integrity due to the push and pull of managing work life and study life. Both cohorts expressed the reality of time pressures that lead to the temptation of engaging in academic misconduct. These revealed pressures also included family pressure to succeed at whatever cost. Both lecturer and student cohorts expressed this power dynamic of external pressure to succeed at school as a reason for resorting to academic misconduct.

The was a clear cluster of issues around cultural differences between the student's original educational system and the Australian educational system in terms of expectations for academic integrity. Both lecturers and students shared the marked differences in terms of the more western academic integrity expectations in Australia's university system compared to other countries, especially countries in the east. Lecturers asserted the insignificance or trivialization of the importance of academic integrity in countries

outside Australia. Several lecturers expressed the subordination, apathy and general lack of awareness of academic integrity in other cultures. Students are not averse to adhering to academic integrity but are not aware of academic integrity procedures. There was an expressed idea of different mindsets between international and domestic students that was quite apparent for Australian lecturers and students. These cultural differences toward academic integrity were also reaffirmed by the students. Students noted that it was a case of adaptation to the Australian way of doing things in the classroom and a language barrier issue. Both groups noted in their interviews that eastern culture, and Asian countries in particular, did not share the same adherence to academic integrity as Australians do. Existing research supports this sentiment of the impact of national culture on the perceived value of academic integrity. The explanatory power of cultural differences in relation to norms of behavior appears to be a key factor in the reason for academic integrity issues across nations.

7. Conclusion

In conclusion, this research established qualitative academic integrity chasm between lecturers and students. This research sample was only derived from one university and further research should be undertaken encompassing several other universities in Australia or internationally to further identify the meanings (clusters of themes) around academic integrity. Obviating this issue is essential for both lecturers and students to address and rectify. In line with Coldrake's (2022) guidance, it is imperative to emphasize the importance of consistently and transparently conveying academic integrity policies to both students and staff. As Gamage et al. (2023) found, there is a need for ongoing vigilance and adaptation of strategies to combat cheating. This proactive approach serves to cultivate a continuous vigilance regarding the perils associated with academic dishonesty services and guarantees that all stakeholders possess a comprehensive comprehension of their respective responsibilities. This qualitative work identified a model of expressed behaviors that can be used to guide educators in the best pathways to teach and improve academic integrity. This study's organization of outcomes (Fig. 1) builds on previous research that has examined diverse fears and experiences across different contexts, such as the hospital-related anxieties of young children (Salmela, 2010), the effects of equine education programs on veterans with PTSD (Gehrke et al., 2018), and the role of teacher presence in online learning environments (Sistek-Chandler et al., 2020). Unlike these studies, however, this research extends beyond the established settings to investigate new dimensions and implications of academic integrity through a qualitative lens. This lens focuses on a model that moves the components of academic integrity through a "chasm" of differences at the center that identifies the meaning of those components for students and lecturers (understanding integrity, power dynamics, and national culture). By doing so, this work provides novel insights into the complexities of academic integrity, broadening our understanding and significance in contemporary educational integrity contexts in a qualitative way.

Tables and Figures

Table 1. The meaning of experiences for lecturers.

Significant statements	Themes	Clusters
I think it's just an easy way to get something without putting in any effort	Easiness	**Understanding Integrity**
…it's just it's human nature…surely we're all tempted at times to take that easy path		
[students were] …a little on the lazy side	Laziness	
They might be doing something that breaches academic integrity, but [it's] just [the] lacking knowledge.	Lack of Knowledge	
They don't understand [academic integrity]. I think that's the problem, that they don't get it		

the very common [problem] is copying and pasting due to perhaps poor English or not understanding the assessment brief...not understanding that the sources must be acknowledged... [a] lack of in text citations

I think we [are] living in a time where people want things...to be completed quickly or done quickly... And we are living in a time where this is possible by the way of [the] internet.

Time Management   **Power Dynamic**

Time Crunch

...if students are facing time pressures...that temptation can be very great to say, "Well, look, you know, here's something [plagiarized] that I can use because I only have an hour to submit my assignment..."

Pride

[students] have a lot of...pressure...getting higher marks and make everybody proud"

Pressure

I think there's an enormous amount of pressure put on [students] to achieve

Apathy   **National Culture**

...I think it goes back to the culture where the students are coming from...So when they come to Australia, they come across this academic integrity concept and then they feel like, OK, so what is this? And even though...they know about it, they're not going to take it serious[ly] because it's not really important

Attention

...what I have heard is that in some cultures...it's not seen as a big problem

From what I understand, some of the...international students don't appreciate the way Australian universities pay attention to academic integrity and their understanding of how to acknowledge sources is quite different. In fact, they don't wish [to] acknowledge sources

Mindset

...some students...come from cultures where that's an accepted way of life...my experience is that often, particularly in the early years, you'll find students that do that [plagiarize] and it's been the way that they've actually been brought up in their culture...it's difficult to get them out of that mindset. But I think that's an issue, a problem.
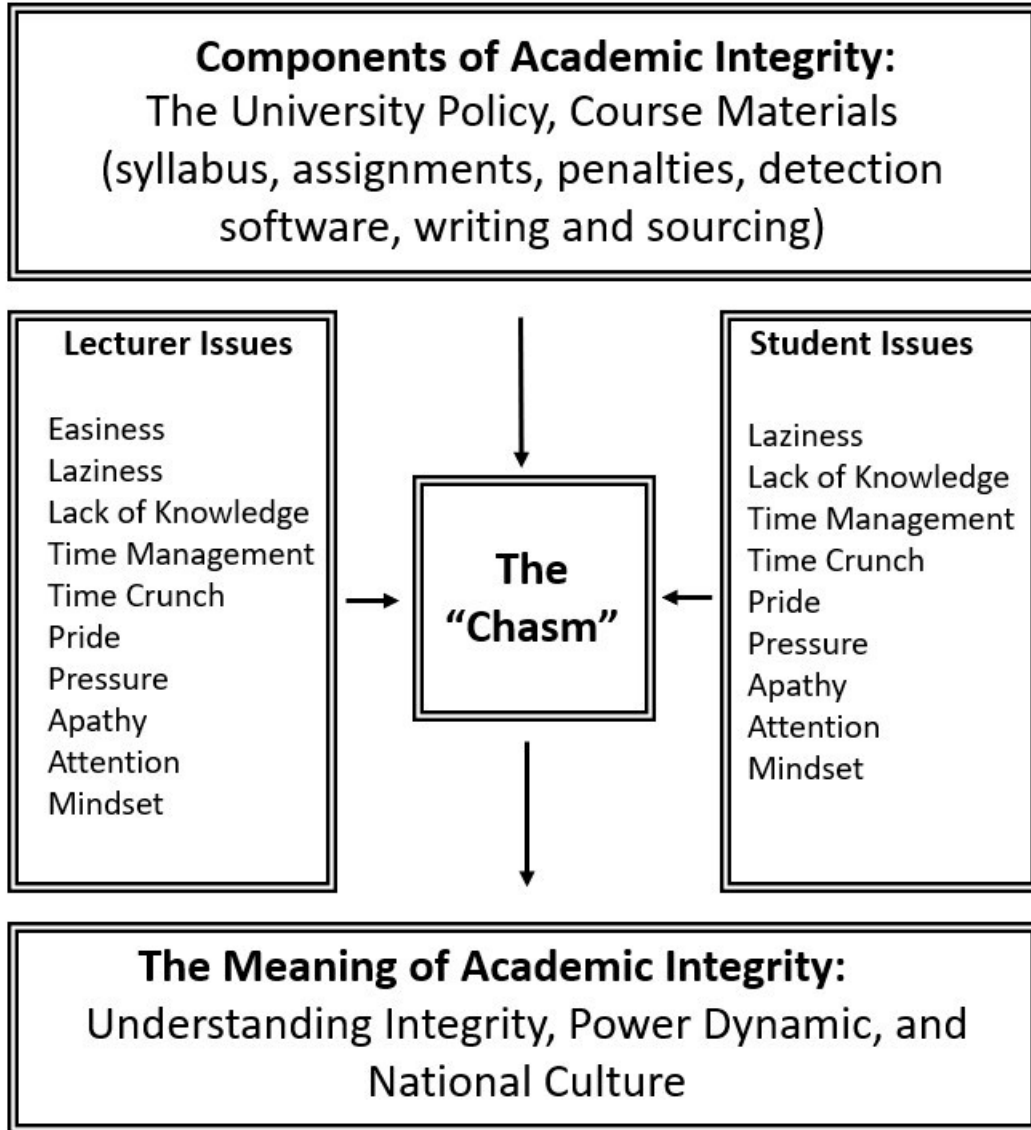
Table 2. The meaning of academic integrity experiences for students.

Significant statements	Themes	Clusters
I don't want to be frank…Some [fellow students] are just lazy	Laziness	**Understanding Integrity**
…I did have a problem with plagiarism back then, [I] wasn't…copying the job of all the people… I was not [putting in] references, so it [plagiarizing] was more related to that	Lack of Knowledge	
…for me, it was like, why are they [fellow students] doing this [plagiarizing]? They [are] just lazy in the way [they] do assignments		
…because the lack of integrity …was because I wasn't trained to do so [reference correctly]or how to do so.		
there are many reasons it [plagiarizing] can be a lack of knowledge of how it should be done		
You…have a situation where students were lacking academic integrity, you know, so…I think it's all about time management	Time Management	**Power Dynamic**
you know that scenario…like rushing in the last hour, last minute	Time Crunch	
Maybe what they're doing [plagiarizing], they [fellow students] don't want to waste time doing research or thinking sometimes…they don't have enough time. Although I don't think it's an excuse	Pride	
I don't want to fail	Pressure	
some [students]are just here for the visa… [they] just want to…pass and just copy other people's [work]		
…pressure…like pressure within managing work life and study life…I think that's the main reason [students plagiarize]	Apathy	**National Culture**
it [academic integrity] is different [in India], I'm not able to explain it because I didn't think about it deeply…I didn't focus on this topic	Attention	
I need to put more effort [into not plagiarizing]	Mindset	
It's hard [academic integrity], especially when you come		

from a different background. So in South America, I'm not sure if it's [the same] for all countries, but from most of Brazil, that's not the usual way [prioritizing academic integrity]

Components of Academic Integrity:
The University Policy, Course Materials
(syllabus, assignments, penalties, detection
software, writing and sourcing)

Lecturer Issues

Easiness
Laziness
Lack of Knowledge
Time Management
Time Crunch
Pride
Pressure
Apathy
Attention
Mindset

The "Chasm"

Student Issues

Laziness
Lack of Knowledge
Time Management
Time Crunch
Pride
Pressure
Apathy
Attention
Mindset

The Meaning of Academic Integrity:
Understanding Integrity, Power Dynamic, and
National Culture

Fig 1. A description of the participants' experiences around academic integrity.

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