



PROFESSORS' ROLES IN DEALING WITH UNIVERSITY STUDENTS' PLAGIARISM: A CROSS-CULTURAL PERSPECTIVE

Debora Gottardello

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PROFESSORS' ROLES IN DEALING WITH UNIVERSITY
STUDENTS' PLAGIARISM: A CROSS-CULTURAL PERSPECTIVE

DOCTORAL THESIS IN ECONOMICS AND BUSINESS

Department of Business Management

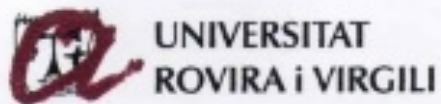
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Abstract

Plagiarism is a complex and widespread phenomenon that has the potential to cause serious problems for students, not just in their educational life, but also in their future professional experience, resulting in significant consequences for the individual, the employer, and society in general. The literature on this topic is widely debated, but is mostly focused on students' understandings of plagiarism. The literature highlights a number of issues that should be addressed: professors' point of view, use of qualitative studies, and the consideration of the cultural context. From these, the general objective of this thesis is to provide an insight into professors' understanding of ethics in education and more specifically on their perceptions and behaviours in relation to students' plagiarism in different cultural contexts.

For this purpose, the exploratory empirical study deals with professors' perceptions from a qualitative perspective. The data collection consisted of in-depth semi-structured interviews with university professors in economics and business faculties. With the aim of studying the phenomenon from a cross-cultural perspective, the sample consisted of 81 professors from six different countries.

The analysis of the data indeed suggests an interplay between plagiarism perceptions and cultural background. From their understanding of ethics in education, professors from some cultures decide to take active actions in order to educate about ethics, while others do not. Concerning their perception about plagiarism, once again, there is no common perception about what it represents. Due to these differences in perception, their corresponding behaviours also differ in terms of how they play a role in preventing, detecting and managing plagiarism. Additionally, it has been found that even when the universities have policies in place, under some conditions, professors will decide to manage plagiarism by themselves rather than resorting to the official channels.

Professors play a multi-faceted role in dealing with students' plagiarism. The outcomes of their action/inaction have an important impact on whether student plagiarism will occur in the first place, be detected, and subsequently handled. Thus, further studies should

further deepen in professors' perceptions and behaviours, particularly from a cross-cultural perspective so institutions can develop best practices to minimise this problem.

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CHAPTER 1

INTRODUCTION

- 1.1. General topic and importance: university students' plagiarism
- 1.2. Focus on the topic: the role of professors
- 1.3. Objectives of the study
- 1.4. Thesis organization
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Chapter 1. Introduction

1.1 General topic and importance: university students' plagiarism

Plagiarism is considered among the most serious academic misbehaviours and has experienced a sustained growth in the last decades mainly because the use of ever more advanced technologies and ever-greater amounts of internet resources, which have allowed access to libraries, networks, and information worldwide (Ewing et al., 2016).

Traditionally, the literature has used various terms and concepts to define or classify plagiarism, including terminologies such as deceitful behavior (Moeck, 2002), intentional copying of the work of others (Stuhmcke et al., 2016; Walker and Townley, 2012), cut and paste (McCabe, 2005), unclear referenced or un-referenced work (Flint et al., 2006), as well as paraphrasing without citation or wrongful presentation and appropriation of words or ideas of others (Collins and Amodeo, 2005).

Plagiarism is regarded as an increasing threat to the ethical standards and integrity in higher education (Park, 2003; Stuhmcke et al., 2016) and a serious offense linked to the dishonest practices of stealing words, thoughts, ideas or works of someone else (Jiang et al., 2013; Park, 2003; Sutherland-Smith, 2005). Due to the fact that plagiarism implies a breach of rules, codes, values, expectations and moral beliefs of the whole community, it is often considered an ethical issue (Cabral-Cardoso, 2004) or a matter of ethics (following -or not following- rules) and is included within the ethical discourse, a discourse about integrity, honesty and morality in the university. The literature suggests that due to the interconnectivity between ethics and plagiarism, university, especially studies focused on economics and business education should emphasize the importance of following academic and societal rules and the standards of behavior (de Lange et al., 2012) through ethics education. Thus, helping students to understand the importance of their behavior inside academia and their implications in their future life, as well as helping them to make a moral reflection about their actions is a crucial matter.

Despite the fact that plagiarism can have personal consequences for students, such as losing the chance to develop a deep understanding of the content material and any punishments that may be associated if the plagiarism is discovered, there seems to be a feeling that it is commonly accepted in the normal life (Carpenter et al., 2004). Therefore, students can turn less sensitized to academic ethics and integrity norms in the university. The behaviors that result in ethic infringement such as plagiarism, could easily be extended to students' professional experience, resulting in significant consequences for the individual, the employer, and society at large. Since each society has a set of moral norms that are not necessarily the same in all societies, a potential practical approach to influence moral decisions, is through including ethics in education which can help interpreting moral standards inside and outside the university context (Butterfield et al., 2000). Consequently, ethics perception constitutes a starting point to further explore the topic of plagiarism in depth.

In sum, the topic of plagiarism among students remains a big growing problem (Löfström et al., 2017; Park, 2003) because it can impact on their own understanding of ethics and their professional life (McCabe, 2005; Trevino, 1992; Trevino and Nelson, 2016) as well as for universities, because it can affect institutional quality (Sutherland-Smith, 2014).

1.2 Focus on the topic: the role of professors

Despite the large number of investigations that have been carried out about the phenomenon of plagiarism, most knowledge about it has focused on student understandings of plagiarism (Ashworth et al., 1997; Gullifer and Tyson, 2010; Pupovac et al., 2010), the reasons why students plagiarize (Bennet et al., 2011; Rettinger and Jordan, 2005; Risquez, et al., 2011), and those that compare students, professors and universities attitudes toward plagiarism (Kidwell et al., 2003; Yazici et al., 2011).

In addition, the literature on plagiarism relies most of the time on studies that are based on data from surveys or questionnaires (for example from de Jager and Brown, 2010).

The few studies that have used qualitative or mixed methodologies have been carried out mainly in English-speaking countries (e.g. Flint et al., 2006). Therefore, the methodologies employed to date have not allowed much room for the in-depth exploration of professors' understandings about this phenomenon.

Yet, the specific role of professors in university student plagiarism has been a relatively neglected area of study. Of the few studies that have focused on this important agent in the management of student plagiarism, most have been carried out in very specific cultural contexts, mainly Anglophone countries (US, Australia, UK). Their focus of attention has been placed on exploring influencing factors in professors' perceptions such as gender, type of contract, commitment with the university and years of teaching, or field of specialization (Flint et al., 2006; Keith-Spiegel et al., 1998; Simon et al., 2003). Therefore, a need has been identified to expand these studies, both in terms of thematic scope and national contexts, so that we can take into account the influence of culture in professors' perception of ethics in general and students' plagiarism in particular. The multicultural aspect is especially relevant because research on students' perceptions and attitudes towards plagiarism indeed shows the relevance of culture in this matter (Amsberry, 2009; Chandrasegaran, 2000; Hu and Lei, 2012; Maxwell, et al., 2008). Thus, by understanding professors' perceptions (and taking into account their cultural differences), we can be better prepared to understand how they prevent, detect and manage university student plagiarism.

1.3 Objectives of the study

In light of the weaknesses identified in the plagiarism literature, the **general objective** of the present doctoral thesis is to achieve a holistic perspective of university professors' perceptions about university students' plagiarism in order to understand the role that they play in this phenomenon, particularly in terms of how they participate in the prevention, detection and management of student plagiarism.

In order to reach the main objective of the thesis, a number of more **specific objectives** are addressed:

Firstly, ethics and plagiarism are considered two interconnected fields of study. Educating students about the importance of taking into account ethical values such as integrity and honesty, may help them to act responsibly and with integrity in academia and in their future professional lives. On this basis, the first objective of the thesis is to explore the general perceptions of professors about ethics in education and the types of actions they think can be carried out to develop ethics in business education. This first objective should allow the researcher to frame professors' perceptions about students' plagiarism in a broader, more contextualized background.

Secondly, the thesis aims to take into account the potential influence of culture on professors' perceptions of students' plagiarism. Plagiarism is considered a complex phenomenon whose perceptions are influenced by different factors such as gender, type of contract or years of experience. These different perceptions become much more complex if we examine this phenomenon also taking into account the cultural context. Starting from the premise that not all cultures have a definition of plagiarism according to the commonly accepted definition (Park, 2003), a detailed and in-depth exploration of the influence of this aspect on professors' own understanding is considered of paramount importance. Until now there have been no studies on the influence of culture on the perceptions of professors. Thus, the second objective is to examine the influence of culture in the perception and knowledge of plagiarism.

Thirdly, as explained above, in general, plagiarism has been mostly examined using quantitative methodologies that do not allow to deeply explore perceptions about this topic. With this in mind, the objective is to diversify the methodology used by examining plagiarism from a qualitative point of view.

1.4 Thesis organization

The research process of this thesis followed a traditional path, where a literature review was carried out, a number of research questions were developed, followed by a corresponding research design. As in many qualitative research projects, the phases of data collection and data analysis develop in an iterative manner: in case of this thesis, the importance of the cultural aspect on the topic lead the researcher to extend the data collection originally envisaged for different European countries to a sample much further afield. The need to simultaneously collect data, analyse it and starting on the publication path, as it is currently an integral part of the PhD program, meant that different blocks of the data gathered were fully analysed at different points. Because of that, some of the results of the thesis include data from some countries but not others.

Taking into account this process, the final organisation of the thesis is as follows:

The current chapter 1 introduces the research topic and focus of study, presents the general and specific objectives that are aimed to achieve, and the structure of the whole thesis.

The second chapter of this study carries out a review of the literature that was considered relevant for the objectives of the research project. It analyses extant research dealing with different aspects related to professors' perception on students' plagiarism, and the variety of behaviours in which they engage in order to prevent, detect and manage it. The chapter also includes a published literature review paper focusing specifically on professors' perceptions of students' plagiarism. Finally, it identifies the main gaps in the literature and poses the research questions that will guide the investigation.

In chapter 3, the methodology used in this research, its epistemological perspectives and the justification of the choice of social constructionism for the present study are described. The chapter further details the data collection method used in this doctoral thesis (interviews), the sampling criteria used and the selection of countries according to Hofstede's (1980) cultural dimensions characteristics. Subsequently, the data collection

process is explained. Finally, I explain how the analysis of the data has been conducted and how rigor has been achieved in the present investigation.

The fourth chapter focuses on the presentation of the results and consists of three parts:

- Section 4.2. presents an already published paper containing the results obtained from the first part of the interviews originally intended to frame the research questions on the broader issue of ethics in business education.
- Section 4.3. presents the next findings in the form of article that is currently under review. The purpose is to show the existing cultural differences in the perception of professors about what students' plagiarism is in the full six countries of the sample.
- Section 4.4. brings together the results that answer the research questions about professors' behaviours in dealing with plagiarism, in turn, prevention, detection and management.

Finally, chapter 5 starts by discussing the results of each research question in light of current knowledge about the topic. Implications for the different educational stakeholders involved in the topic of plagiarism are drawn. The theoretical, methodological and practical contributions of the thesis are presented. The thesis finally closes with an outline of its limitations, future lines of research and concluding words.

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CHAPTER 2

LITERATURE REVIEW AND RESEARCH QUESTIONS

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Chapter 2. Literature review and research questions

2.1. Introduction

This chapter outlines the body of knowledge on which the present research study rests. Its aim is to review the conceptual and empirical literature about university students' plagiarism focusing primarily on research analysing professors' perceptions and behaviours. The key focus of this review is thus on the reported roles, attitudes or actions adopted by professors in order to prevent, detect and manage plagiarism starting from their understanding of the topic.

The chapter is structured along three sections: The next section (2.2.) sums up the review of the literature carried out. It should be noted that this section is **structured as a paper** (from the abstract to a conclusion section), as the objective is to submit it for revision in a publication upon completion. As it presently stands, this revision of the literature focuses on the following main themes: professor's perception of plagiarism, their attribution of the causes of why students plagiarise, their role in preventing, detecting and finally managing students' plagiarism.

The following section (2.3.), consists of a short literature review focusing on professors' perceptions of students' plagiarism (thus, focusing on a subsection of the initial literature review outlined in section 2.2.). This is one of the outputs of the thesis, in the form of an article published in the journal *BiD Textos Universitaris de Biblioteconomia i Documentació* (ISSN 1575-5886), which is indexed in Scopus and in the Emerging Sources Citation Index.

In the final section of this chapter (2.4), the gaps identified during the literature review are presented and research questions are proposed in order to guide the remainder of the thesis.

2.2. A general literature review of the role of professors in dealing with university students' plagiarism

Abstract

This paper attempts to draw together contemporary international research about students' plagiarism analysing the literature that has explored the perception and behaviour of professors in this phenomenon, in order to consider how professors perceive students' plagiarism and its determinants and also to identify how they prevent, detect and manage it. The analysis of the studies selected highlight that notwithstanding the range of roles for which professors are responsible, and the significant power exerted by them in different aspects related to students' plagiarism, they remain protagonists in the shadow. Indeed, surprisingly little research has been conducted on their influential duty. A framework is provided to increase our understanding of the range of functions that professors exercise in their daily schedule showing how their decision-making depend to an important extent on how much effort the whole institution is putting into this topic, how much it is willing to invest and what sort of policies is applying. It is concluded that future research needs to adopt a broader approach in order to understand the principles and measures that need to be undertaken in order to prevent and deal with plagiarism. Gaining a deeper understanding of plagiarism and a widespread implementation of clear policies is recommended.

2.2.1. Introduction

University students' plagiarism has become a generalized topic. The increasing attention for this topic is affected by several trends and factors, such as technologies developments (especially the Internet), which have made it possible get information worldwide (Ewing et al., 2016). Indeed, a great deal of data and sources of information can be accessed anywhere 24 hours a day, seven days a week through the Internet by students and scholars all in one place, thus eliminating the need to be at a specific location at a particular time (Gray et al., 2008). At the same time, technological changes have also influenced the ability of students to critically use the mass of information found on the Internet and in

the quality and characteristics of their work (Behrendt and Boothby, 2011; Bennet et al., 2011).

Information technology affects and impacts the deepest layers of the creative process, and is contemplated as an interface that stands between individuals and the projects they create (Rubin, 2012), calling into question basic notions such as authorship, work and copying. In light of these developments, professors and institutions are questioning whether today's students have the capability of thinking and generating creative ideas, as well as of developing their own learning capacity without needing to resort to others. In today's information society, being able to properly apply the resources sought is not always fulfilled in reality and the overwhelming availability of written work has lifted plagiarism to the top of the list of academic integrity infractions (Sutherland-Smith, 2014). In this context, plagiarism has gained importance in universities as a phenomenon that needs to be addressed by different actors, among which professors stand out, considering their potential to act as a role model of ethical (Welsh, 2017) and professional conduct for students (Beauvais et al., 2007; Lewelty, 1996).

2.2.2. Stakeholders in the plagiarism phenomenon

Plagiarism is a critical breach of academic integrity involving a violation of the standard of honesty and professional ethics, which cast doubt on the value and, therefore, reputation of an institution (Yeo and Chien, 2007), the quality of the courses offered (Beute et al., 2008), the validity and enforceability of honour codes and the education system in general. Thus, identifying measures to reduce this growing phenomenon is a crucial necessity for higher education institutions.

Irrefutable evidence at different times and educational settings continues to warn that, as plagiarism represents a complex and systemic problem, it needs to be addressed coherently and holistically across all its dimensions (Macdonald and Carroll, 2006). The identification of the measures and actions to deal with it is a shared responsibility. This means that all the stakeholders implicated need to engage in actions to address this issue

(Broeckelman-Post, 2008). Stakeholder engagement refers to the process of involving people who may be affected by some decisions, those who have an interest in a phenomenon, and those who can influence the implementation of decisions (Goodpaster, 1991) or the incidence of a phenomenon. The previous literature acknowledges the value of engaging key stakeholders in the development of actions to create transparent and trusted educational solutions. In addition, stakeholder involvement is not only regarded as essential in plagiarism prevention, but also considered critical in the context of its detection and management (Devlin, 2003). Therefore, the priority must be to encourage the whole university community to share values of academic integrity through a holistic and multi-stakeholder approach, embracing educational policy-makers, professors, researchers, librarians and students of all levels (Bretag, 2013).

The identification and classification of stakeholders are prerequisites to calibrate how much each of them has been considered in the literature, as it has been shown that, from their different positions, they can influence both the quality of teaching and the success of the higher education institution (Kettunen, 2015). Thus, in reviewing the literature during the development of this article, three groups of key stakeholders can be distinguished, namely university policy makers, professors and students, who have been the most studied stakeholders by several authors in different ways (Devlin, 2006; Macdonald and Carroll, 2006; Park, 2004).

Therefore, we point out that the main stakeholders in this field can be visualized enclosed in a circle comprised of three different rings, which represent students, professors and the University respectively. They can be displayed in a ring - shaped format inserted one into the other (Figure 1). The central element of this structure is the ring of students, who are the recipients of instructions from the professors and whose role is to learn. They are followed by professors which act as “institutional agents” in their treatment of students and could be considered as leaders and, as such, must be "role models" for their academic standing and achievements (Macfarlane, 2011). Finally, the University makes up the outer surface of the ring and is responsible to provide education and research at university standard, encourage the development of knowledge, provide rules and regulations and its

status has implications on student learning and achievement (Simon et al., 2003). The following section discusses each one of the mentioned actors.

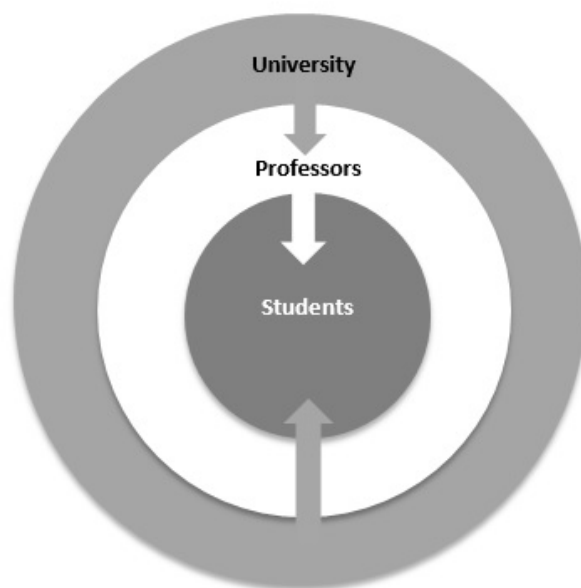


Figure 2.1. Ring of actors in the University context (Own elaboration).

2.2.2.1. University

In the literature, the importance of the institution and university policy makers as stakeholders is widely acknowledge (Gottardello et al., 2017; Macdonald and Carroll, 2006). This stakeholder can be very influential in guiding students and successfully cope with plagiarism. On one hand, we notice that, increasingly, universities are addressing the development of this phenomenon with a number of different approaches that seem to achieve the strategic objective when supported by the university's highest-ranking officials and incorporated in the university's code of conduct (Stuhmcke et al., 2016). Lately the widespread concern about academic misconduct such as plagiarism (Koh et al., 2011) has called attention to reviewing the policies and procedures of the institutions (Duggan, 2007), thus improving practices. However, we can notice that despite evidence of student's plagiarism, universities often do not implement integrity policies, or even do not create or establish codes such as honour codes in order to prevent academic dishonesty (McCabe et al., 2001).

The honour code in university environments is a valuable tool for encouraging ethical behaviour. Indeed, there is increasing evidence that honour codes and hence understanding and implementation of misconduct policies and procedures play an important role in higher education having significant correlations with deterrence efforts thus contributing to an effective reduction of academic dishonesty (Hard et al., 2006; McCabe and Trevino, 1993). Nonetheless, it seems that honour codes cannot completely prevent plagiarism and institute academic integrity without a collaborative effort among all stakeholders in higher education (Jiang and Emmerton, 2013; Trost, 2009). If honour codes are applied as a “standard-setting” instrument among all the parties involved, they could be very useful for strengthening the academic stability and integrity helping faculty in the uniform and consistent application of policies (McCabe et al., 2002; Stuhmcke et al., 2016). It can provide students with the means to understand what plagiarism is, offering them guidance on how to elude it (Bruton and Childers, 2016) likewise preventing and better managing plagiarism overall.

Since the institution has been identified as one of the most important stakeholders in higher education (Kettunen, 2015) the definition and proper administration of adequate policies is a crucial aspect for its efficient governance. Indeed, the literature stresses that unclear policies and procedures (Bruton and Childers, 2016) could have consequences for other stakeholder such as professors, thus bringing about both distrust of institutional interventions (Barrett and Cox, 2005; Simon et al., 2003; Vehviläinen et al., 2018) and dissenting opinions about how to deal with students’ misconduct (Brimble and Stevenson-Carke, 2005; Flint et al., 2006; Kwong et al., 2010).

Universities should primarily foster honest and ethical academic practices, and secondly take the lead in combating plagiarism, implementing policies that protect and guarantee academic honesty (Gottardello et al., 2017). Furthermore, they must inform professors and students about policies concerning plagiarism, and in particular ensure students’ awareness of how the university defines and manages plagiarism. Accordingly, Macdonald and Carroll (2006) advocate a more holistic approach in handling student plagiarism, considering the importance of the mutual responsibility between students, professors and the institution. Universities are primarily responsible for ensuring that

students have the necessary expertise and knowledge to elude academic misconducts (Kwong et al., 2010; Macdonald and Carroll, 2006) and also for defining in detail what constitutes academic misconduct and address issues relating to suspicious behaviour, thus determining the type of punishment that would be applicable (Borg, 2009).

Against this backdrop, research suggests that an adequate response to the problem requires specific action and discussions on the part of all of stakeholders within the academic community (Vehviläinen et al., 2018). Cooperation and companionship between institution and faculty members within the University is needed and should achieve the purpose of preventing, detecting and managing plagiarism. Furthermore, it can make students aware of the values of the institution and develop the responsiveness to respond to academic misconduct (Keith-Spiegel et al., 1998) and other reasons related to the lack or insufficient academic integration as a factor associated with plagiarism (Bennet et al., 2011). A proactive approach, however, requires discussion in the scholarly community about what academic integrity is and whose responsibility it constitutes.

2.2.2.2. Students

In much plagiarism research, students are considered as key stakeholder at different stages of the educational process. Sometimes they are considered as the “customer” of classroom instruction or course content (Cuthbert, 2010; Schmidt, 2002) and others as the products of higher education (Bailey and Bennett, 1996). Students have perceptions and expectation and make different decisions in order to attain their goals (Voss et al., 2007). The extent to which students behave and achieve their educational aims depends partly on the quality of the educational system (Biggs, 2001). One of the major threats to institutional quality is plagiarism and the literature on higher education emphasizes the need to provide students with information and guidance in order to avoid it (Macdonald and Carroll, 2006). Students cannot be presumed to assimilate the importance of good practices and ethical behaviour unless professors demonstrate such commitment (Luke and Kearins, 2012) and management capability within University, stressing once again the growing importance of academic integrity (Chapman and Lupton, 2004).

Thus, research has shown that there is a direct link between student misbehaviour, professor intervention and the role of the University (Coren, 2011; McCabe et al., 2006; McCabe and Trevino, 1997; Risquez et al., 2011) and deems it necessary to promote a culture of academic integrity, which is considered “critically important” (Floyd et al., 2013) to ensure the observance of ethical guidelines (Kwong et al., 2010).

2.2.2.3. *Professors*

Professors must be considered an important key stakeholder in higher education since they are most often seen as producers and disseminators of professional and or scientific knowledge and are considered to have the greatest impact on students’ learning (Jaworski and Huang, 2014). However, the extant literature seems to be missing an in-depth exploration of the role of professors in university’s improvement and effectiveness, as well as in the preservation of academic integrity. In a milieu of unprecedented pressures to improve the quality of the university and educational standards, professors should simultaneously reconsider their major role not only in the transmission of knowledge (Tsui, 2013) but also in the support of integrity (and thus, in championing efforts against plagiarism). In this vein, professors in Welsh's study (2017) talk about “*professionalism in academic setting*”, whereby educators should not only provide information about plagiarism, but they should also enhance an ethical environment and guarantee the control of intentional acts of plagiarism.

Thus, faculty members play an important role in shaping students’ behaviour involving them in many aspects that will influence their engagement with university policies. By means of their functions, professors have the responsibility to interact with students reminding them the importance of the source of information, the need to fully reference and acknowledge the work of others, and clarify the definition of plagiarism and its consequences. Moreover, professors are responsible to control (Parameswaran, 2007), monitor (Welsh, 2017) and detect potential misconduct such as plagiarism, cheating (Borg, 2009) or to consider how best to minimize the opportunities for it through their assessment practices, by communicating policies to students (Levy and Rakovski, 2006), by teaching their students how to write and how do assignments (Bruton and Childers,

2016) and ultimately, by upholding academic integrity and cope with specific situations of academic misconduct. Some research, however, considers all of these tasks an onerous responsibility that goes beyond the legitimate role of professors, which is not policing, although they must accept their crucial role in promoting honesty and deal with academic misconducts (Keith-Spiegel et al., 1998).

Numerous studies have reported a positive influence of professors in the reduction of the incidence of plagiarism among students. For instance, according to Hu and Sun (2016), their expertise and understanding of what plagiarism is could affect both the way plagiarism is perceived by students and the way institutions are dealing effectively with the problem. The challenges associated with professors' crucial role are considered a lens to understand changes in the functions of universities that need to re-consider the traditional mission of professors, who have now become essential actors in preventing, recognizing, discouraging and dealing with students' dishonesty.

Despite this explosion of research on students' plagiarism and possible solutions used by professors and universities to mitigate its occurrence, relatively few studies have highlighted the actual role of professors in this scenario. More specifically, we noticed that little has been written about the way professors perceive plagiarism, the actions taken in order to avoid its occurrence, the methods or tools to detect it and the ongoing initiatives to deal with students' dishonesty. Thus, a literature review of empirical studies on the role that professors play in this scenario is urgently needed. This is precisely the objective of this paper. Focusing on empirical studies that have investigated the phenomenon of plagiarism we aim to pinpoint and examine, from an analytical point of view, professors' opinions, actions and responsibilities in this issue and to identify an agenda for future research and practice.

2.2.3. Methodology

A review of literature was conducted in order to examine how plagiarism has been addressed in international research between the years 2000 and 2018, in particular in order

to determine what is known about the role of professors in university students' plagiarism. In order to achieve our aim, we decided to use an integrative literature review. An integrative literature review is a method that, through a systematic process of searching with the aim of summarizing the existing evidence, emphasizes its potential strengths and weaknesses to open up new perspectives on the topic (Torraco, 2005) and identifies its implications.

2.2.3.1. Search strategy

The search strategy followed Callahan's guideline (2010, 2014), who suggested that the integrative literature review should cover the (a) *where* (databases and search engines), (b) *when* (time of the search), (c) *who* conducted the search, (d) *how* (combinations of keywords), (e) *what* number of articles from each combination of keywords (dataset) and (f) *why* some articles were chosen for inclusion over others (selection criteria).

We conducted the literature search in Scopus database, Web of science and Google Scholar. As a way to ensure the scientific quality, it was decided to only incorporate widely recognized peer-reviewed studies published in scientific journals. Subsequently, the following four limitations were applied: 1) publication between 2000 and 2018, 2) research written in English, 3) empirical research (quantitative or qualitative, or both) and 4) with full-text availability.

The terms plagiarism, cheating, academic misconduct and academic dishonesty are more often than not employed indistinctly throughout the literature. Accordingly, after a first scan of the literature on plagiarism, numerous combinations of the following keywords were used: *plagiar**, *cheating*, *academic misconduct*, *academic dishonesty* AND *higher education*, *university* AND *professor*, *lecturer*. Additional searches of websites, conference papers and bibliographies of papers were also undertaken carrying out both a forward reference research identifying articles that have cited the main articles found in the initial search and a backward research from the reference lists according to Webster and Watson (2002) guidelines.

2.2.3.2. Study selection: inclusion and exclusion criteria

After the literature search was completed, the articles identified in the search were organized using Mendeley software. We refined the search results by carefully analysing all the retrieved articles' titles, abstracts and keywords. In order to be eligible for inclusion, publications were evaluated for relevancy to the current research project. To further guarantee reliability, all titles and abstracts of articles included were screened independently by two researchers to identify what articles to retrieve in full.

A total of 1151 articles were retrieved. On the basis of the inclusion and exclusion criteria and taking into account duplications, articles were excluded and the remaining 300 articles were subjected to full-text reading. Of these, 235 were either on topics insufficiently relevant to the study of professors' role or related to students understanding of plagiarism or assessed determinants of academic dishonesty based on surveys conducted amongst students; 14 were not placed in journals widely considered as high-quality journal even though they might be peer-reviewed; 6 were no empirical in nature; and 19 were interesting but were not on target regarding our specific research objectives. The subsequent exclusions left us with 29 studies to be included in this review.

2.2.3.3. Process of analysis

The analysis of the 29 articles consisted of two main phases. Firstly, each of the 29 articles was patterned by filling out a Microsoft Excel sheet to generate a review matrix to organize the data set. The organisational data elements were (1) author(s)' name(s), (2) journal title, (3) year of the article, (4) purpose of the study, (5) methodology (quantitative or qualitative), (6) characteristics of the methodology (specific data gathering method), (7) sample characteristics, (8) country of the study, (9) factors related to plagiarism, (10) determinants and (11) definitions of plagiarism reported. Although this classification was merely with a descriptive purpose, the distribution of studies across geographic locations of the study, methodologies, etc. can shed light on the context in which the relatively small literature on the topic has been carried out.

Secondly, a more analytical phase took place. Within the full-text reading of the articles, we needed to group the actual contents of the 29 studies under thematic headings. Two of these headings were derived inductively upon observing some of the reiterative questions that were being asked in the papers about professors' role in university student plagiarism:

- (1) professors' understanding of the phenomenon (*what* it is and what it includes)
- (2) the determinants of students' plagiarism (*why* do they plagiarise)

Indeed, questions related to professors' perception of students' plagiarism look at how they identify and interpret this phenomenon, shedding light on how they attach meaning to it. The perceptions studied in the literature deal both with the identification of the very concept of plagiarism and the actions professors take in response to its occurrence. Furthermore, their experiences with plagiarism lead professors to recognize the causes of why students plagiarize and make them respond in specific ways.

Since their perceptions can influence their actions, it was important to examine what the literature said about professors' behaviours in this topic. From this, we derived three themes, which were obtained from Pàmies et al.'s (forthcoming) process perspective of university student's plagiarism, where they propose the study of the phenomenon in a succession of phases. This was deemed appropriate for observing the behaviours of professors, as they may engage in different activities in each of the phases of this process:

- (3) *prevention*
- (4) *detection*
- (5) *management*

2.2.3.4. *Characteristics of the studies*

In terms of methodology, the majority of papers (19) employed a quantitative research design, and only 4 papers were qualitative. The remaining 6 papers reported a mixed methodology. Several studies used questionnaires that were administrated at one point in time. Most of the 29 reviewed papers selected the sample of professors from only one university (14 of them), while very few researches were carried out in different universities. In this sense, seven studies selected the sample from various universities in

the same country, seven from the same country but different department/discipline and just in one paper the sample was composed by professors from two different countries and two different universities.

In terms of outlet for publication, the highest proportion of articles appeared in *Assessment and Evaluation in Higher Education* (n = 7). The studies were conducted throughout the world, although very unevenly represented. Indeed, much of the research has almost exclusively been carried out in Anglophone contexts, namely: 12 studies were conducted in US (one of these was conducted in Canada and US), 7 in the UK (including specifically Scotland), 3 in Australia, 2 in South Africa, 2 in China, 1 in Costa Rica, 1 in Turkey and 1 was not defined. Despite the wide interest in plagiarism, it seems that the trend in studying professors in this topic is more extended in English speaking countries, whereas in Europe few studies have focused on the importance of professors' role in dealing with plagiarism in higher education. According to Glendinning (2014), this could be due to the lack of consensus in many European university about policies and rule of academic integrity.

Due to the interdisciplinary nature of the topic and the ethical challenges associated with this subject matter, writings about plagiarism have been reported in the literatures of education, psychology, information studies, nursery, finance, business studies. Therefore, we did not exclude any discipline in our search so that a broad range of fields were included.

In terms of date of publication, of the 29 studies retained, 1 study was published between 1995 and 1999, 3 between 2000 and 2004, 11 between 2005 and 2009, 8 between 2010 and 2014, and 6 between 2015 and 2018. This pattern indicates that research on professors' role in dealing with student plagiarism is receiving more attention, growing increasingly from 2000 until the present day. This could be explained by the exponential growth of the Internet and the development of new information technologies in the last two decades.

2.2.4. Findings

This section discusses the findings related to professors' perceptions and the consequent actions carried out by them. We also identify in the literature the reasons that professors think cause students to incur in plagiarism, the efforts (or lack thereof) made in order to avoid, detect and manage students' plagiarism. In this review, we will be stressing both what is known about these topics so far as well as some of the gaps that can be found in the literature. This will enable us to determine potential directions to be taken in future research.

2.2.4.1. *Faculties' perceptions of students' plagiarism. How do faculty perceive what plagiarism is?*

The first thematic focus in the examination of the literature is to study the perception of professors about student's plagiarism. After having brought light on faculties' definitions, knowledge and perceptions of students' plagiarism we observed that their understanding of this phenomenon is widely varied and in some instances differed among them, even in the case of professors from the same department area and contract category (Borg, 2009; Flint et al., 2006).

For instance, when asked about students' plagiarism, some professors reported a lack of confidence in their own understanding of what constitutes plagiarism (Ford and Hughes, 2012) or having difficulties grasping the issues associated with it (Pickard, 2007). However, most commonly the literature tends to highlight that, in general, professors are inclined to provide their own vision about the issue, in some cases stressing its severity and in other cases taking it lightly. In that regard, the study carried out by Ford and Hughes (2012), who in their research asked professors if plagiarism is a problem in the university, noted that a large proportion of respondents considered plagiarism as not a big issue or a problem at all or one that was dealt with effectively (Beute et al., 2008), whereas others were undecided about whether plagiarism it is a problem. On the other side, though, we came across with other studies which made evident that professors contemplate plagiarism as a serious problem in their courses (Arce Espinoza and Monge Najera, 2015;

Birmingham et al., 2010; de Jager and Brown, 2010; Pickard, 2007), to the extent that some of them referred to it as a “cardinal sin” in academia (Bruton and Childers, 2016).

Furthermore, we can notice that these inconsistencies make professors hesitant even in considering it as an *intentional* or unintentional matter (Gottardello et al., 2017). Indeed, we keep seeing dissenting opinions among professors: on the one hand, there are professors who consider plagiarism as intentional and others who believe it is unintentional (Sutherland-Smith, 2003; Vehviläinen et al., 2018). However, it is observed that many professors in nearly all papers reviewed defined it as a conscious and deliberate attempt to cheat (Barrett and Cox, 2005; Bruton and Childers, 2016; de Jager and Brown, 2010; Sutherland-Smith, 2005) or a choice to do things badly (Beute et al., 2008), and felt it was complex to define it (Flint et al., 2006).

In addition to the aforementioned conceptions, we found other dimensions under which professors have differences in perception, such as its gravity, the type of contract or field of teaching, and the influence of culture.

Differences according to the gravity of the offence

For instance, many professors recognized the existence of an extensive variety of behaviours, actions, and scale of plagiarism (Barrett and Cox, 2005). The definitions cover a variety of terms from stealing to copying. Namely, the most commonly cited denominations were ‘academic theft’ (Barrett and Cox, 2005; Beute et al., 2008; Bruton and Childers, 2016; Hu and Sun, 2016), verbatim copying (Bruton and Childers, 2016; Flint et al., 2006) or use (Birmingham et al., 2010) either entirely or in slightly modified form, changing a couple of terms (Kwong et al., 2010) phrases, words, sentences, paragraphs, or data from a book, article, internet (Arce Espinoza and Monge Najera, 2015; Hudd et al., 2009; Kidwell et al., 2003) or other people’s works (Beute et al., 2008; Hu and Sun, 2016) without stating or acknowledging the original author or source and presenting it as one’s own work (Arce Espinoza and Monge Najera, 2015; Barret and Cox, 2005; Bennet et al., 2011; Birmingham et al., 2010; Flint et al., 2006; Kwong et al., 2010; Robinson-Zañartu et al., 2005; Sutherland- Smith, 2005; Vehviläinen et al., 2018).

Furthermore, according to other authors, plagiarism is recycling, paraphrasing with only minor modification (Roig, 2001) or without stating the source (Arce Espinoza and Monge Najera, 2015; Bennett et al., 2011; Robinson-Zañartu et al., 2005) or paraphrasing using citing or referencing practices inconsistently and not fully specifying bibliographic details (Beute et al., 2008). The way of referencing or even paraphrasing could also provide differentiation between a plagiarized text and other not plagiarized. For instance, Arce Espinoza and Monge Najera (2015) found that 9 of the 13 professors interviewed associated plagiarism with falsifying literature or references. Differently, Kwong et al. (2010) noted that creating a reference list that you have not really read in your assignment is considered a major violation only by 34% of the faculty members.

Not all of professors are sure about the seriousness of plagiarism or its origin. For instance, the vast majority of professors in Marcus and Beck's study (2011), despite considering plagiarism opposed to their ethical values, believe that it is not as serious and harsh as stealing an exam. Indeed, some professors considered it as a students' way of doing things, and others classify it as a pedagogical problem, underscoring once again the controversial concept that it implies. By way of their research, Beute et al. (2008) underline the fact that professors strongly supported the idea that plagiarism is a students' "wrongdoing" or a moral defeat rather than an educational or enculturation issue, whereas, by contrast, professors interviewed by de Jager and Brown (2010) perceive plagiarism as a problem which is mainly pedagogical rather than disciplinary. Welsh's study (2017) also reported nurse educators' opinions about plagiarism considering that its management is a pedagogical concern.

Differences according to disciplines or contract

The range of views and perceptions about the concept of plagiarism is also found according to some professors' features such as their teaching disciplines and the time worked as professor (Borg, 2009; Flint et al., 2006).

Borg (2009) reported data supporting professor disciplines biases when describing plagiarism in students. In his study, it appears that, excluding law professors, where the plagiarism is seriously considered, most of the professors in other disciplines do not perceive it as so grave. In another study carried out by Flint et al. (2006), differences according to disciplines were also reported. Their study showed that professors of humanities consider that plagiarism occurs when students falsify data, use poor referencing techniques, collaborate unduly, or whenever people are paid to do the work for them. Professors from science discipline, instead, considered plagiarism a subsidiary category of cheating occurring when people share information or download it from the Internet. However, contrary to what was stated by professors in Borg's study (2009), Flint et al. (2006) found that professors from art and design referred to plagiarism in terms of appropriations of ideas and design, identifying it as the most serious form of cheating. In the same vein, Hudd et al. (2009) also revealed differences between professors in health sciences, liberal arts, business and communications, highlighting the fact that faculty in the liberal arts and health sciences are more interested in this issue and thus more likely to report integrity violations.

Differences were also found according to the type of professional relationship with the university (part-time, full time, tenured and no tenured). For instance, Hudd et al. (2009) identified different perceptions according to the category of contract (part-time and full-time) and noted that part-time instructors are less likely to perceive plagiarism and academic integrity as a problem. Keith-Spiegel et al. (1998) also believe there are differences between tenured and no tenured professors reporting that untenured faculty, must give more attention to secure a permanent position instead of being involved in cases of students' cheating, relegating it to a lower inclination to deal with these. These data suggest that level of engagement in the university are linked to the faculties' awareness of plagiarism.

Cultural differences?

Another aspect we found related to the different perception of plagiarism was the cultural background of the responding professors. Contrary to what is usually believed about the

Chinese culture's pre-disposition to copy from others, we found that the culture of the professor is not a significant factor which may influence professors' understandings of plagiarism. Namely, Hu and Sun (2016) observed that Chinese faculty shared Anglo-American standards about plagiarism but emphasized that those professors who had studied in overseas universities were more likely to see plagiarism in more situations, such as when paraphrasing or word strings from the original text are included. The answers given by professors highlighted the broad spectrum of definitions of plagiarism, how it is perceived among them and what behaviours are viewed as most serious, hence, contributing to professors' difficulty in recognizing and manage it consistently in university.

This results largely corroborate earlier findings that highlighted the general understanding of professors on what constitute plagiarism (Gottardello et al., 2017; Marcus and Beck, 2011), being widely recognized by everyone that it as a way to act dishonestly in academia (Pincus and Schmelkin, 2003). Also, the evidence available shows different views and perception about plagiarism among professors, regardless of the country where the study is carried out, and their difficulty in recognize, prevent and also cope with it in the University (Borg, 2009; Flint et al., 2006; McCabe et al., 2008) probably due to the differences between the policies of each particular university. A recent article by Welsh (2017) exploring plagiarism strategic management in Scotland's Universities confirmed differences in how plagiarism was defined and professors in this study advocate for standardized and explicit guidelines even within the same area in the university.

Overall, the lack of comparative studies makes it very difficult to draw conclusions about the impact of cultural differences in the topic, and it is therefore one of the main avenues that should be addressed.

*2.2.4.2. What do faculty consider to be the reasons for students' plagiarism? **Why** do students plagiarize?*

Several studies have been carried out about the reasons for plagiarising, but the vast majority have been investigated from a student's perspective in order to assert the

determinants for their academic dishonesty (Gullifer and Tyson, 2010). However, this being a sensitive issue, makes students not ideal respondents for learning about this topic in certain studies. Thus, in this section we will analyse the different studies concerned with clarifying the perceptions and opinions of professors about why students behave unethically and plagiarize.

The literature has shown that different conceptions exist among professors regarding the reasons of students' plagiarism:

- *Pressure*: Pressure for better grades or fear to fail are used as pretexts for violating academic integrity (Bruton and Childers's, 2016; Kwong et al., 2010; Arce Espinoza and Monge Najera, 2015). Accordingly, students' plagiarism appears as a problem primarily when pressure far exceeds their capabilities or when students tend to create their own pressure by setting high goals or in order to pass the exam. Professors seem to be becoming increasingly concerned about the fear and pressures facing students, and many have argued that these pressures contribute to raising inappropriate behaviour (Park, 2003). With the highly competitive labour market, students are competing with one another and are more focused on achieving high results than on learning, but at the same time the system seems not to come to grips with this issue. It is against this background that Arce Espinoza and Monge Najera (2015) talk about exogenous factors affecting students and include within them the educational system, which remains extremely fragile and its weakness itself is likely to result in students' victimization. In connection with this is also the pressure to pass the exam with the highest possible grade (Gourlay and Deane, 2016). According to some studies, this reason could be linked to the fact that students face high level of competition on campus (Hudd et al., 2009) and need to achieve success (Birmingham et al., 2010) to avoid losing their self-confidence (Bruton and Childers, 2016). Another type of pressure found in the literature is time pressure. In this vein, some authors (Arce Espinoza and Monge Najera, 2015; Birmingham et al., 2010; Yazici et al., 2011) identified the time pressure to meet deadlines and the assignment overload as the reason for students to cheat and plagiarize. Professors also mentioned students' need to hold a job while studying due to the lack of grants and the introduction of top-up fees (Borg, 2009).

- *Bad habits* such as focus on exams or outcomes rather than the process of learning (Gourlay and Deane, 2016). It should be taken into account that, according to Bruton and Childers (2016), students develop bad habits in high school and lack to comprehend what they are writing as a simple copying, and thus may plagiarize unintentionally.
- *Workload and time management*: students plagiarize using the reason of too many extra-curricular activities or too many part-time jobs but they believe that all of this has to do with students' time management and that workload pressure has become part of everyday life (Kwong et al., 2010).
- *Laziness*: Plagiarism is sometimes associated with students' apathy. In this sense, students who plagiarize do so because they are too lazy to do the work in the right way (Beute et al., 2008; Bruton and Childers, 2016; Kwong et al., 2010).
- *The use of technologies*: The increased use of information technologies (Kidwell et al., 2003) and digital media (Gourlay and Deane, 2016) have changed the way people search, making it easier to copy works already done on the Internet (Arce Espinoza and Monge Najera, 2014).
- *Inexperience with academic writing*: Indeed, in some cases plagiarism is seen as an unconscious act that does not come from their willingness to cheat but rather by the lack of preparation that currently exists among students, or a lack of awareness of how things need to be done. In this sense, students have no clear understanding of the rules of plagiarism and referencing, especially when there is a large discrepancy between professors' referencing techniques (Brimble and Stevenson-Carke, 2005). Other professors reported that plagiarism has to do with inadequate academic literacy (de Jager and Brown, 2010), with respondents noting confusion about how to place references into academic writings, lack in some of basic writing skills or even misunderstandings regarding the correct use of references, lack of guidance, poor spelling, syntax, grammar, style and the absence of logical flow into academic writing.

- *Lack of awareness*: related to the previous point is lack of intentionality. Arce Espinoza and Monge Najera's (2014) found that students' unintentionality, lack of awareness that what they are doing is plagiarism and the belief that one reference is enough, as reasons to plagiarize. Moreover, they highlighted that students also misunderstand instructions about the use of references. Furthermore, Flint et al. (2006) reported that many professors relate the level of the punishment to the degree of intentionality and compare plagiarism with cheating when it is perceived as intentional. In the same vein, Welsh (2017) talks about poor scholarship bringing out the concept of unintentional plagiarism, which differs from the real or intentional one, with the latter entailing a major infringement. Professors in Ford and Hughes's study (2012) support the idea that unintentional plagiarism can be avoided through the use of Turnitin.

- *Cultural issues*: Brimble and Stevenson-Carke (2005) highlighted the culture issue considering that plagiarism may be due on one hand to the fact that it is not regarded as a serious transgression in some cultures and on the other hand, foreign students' language skills may hinder their comprehension and thus preparation of assignments.

2.2.4.3. Professors' role in **preventing** students' plagiarism

Beyond what professors think about what student plagiarism is and is not in the context of their teaching, the next important matter is whether they take or should take some action in order to prevent its occurrence. The literature indicates that many universities report having implemented programs and using formal procedures to educate their students and professors about plagiarism and academic misbehaviour, but at the same time, it seems that professors continue to be the primary caretakers of plagiarism (Gottardello et al., 2017) and responsible to prevent it. According to Vehviläinen et al. (2018, p.9), professors consider that their gate-keeper role is to “ensure that plagiarizing students cannot pass through the system” and believe that special measures must be implemented.

There are different measures that can be used in order to avoid the occurrence of plagiarism in university. For instance, some research has shown that professors cited the value of workshops and training in order to prevent the risk of plagiarism and indicate different forms of interventions to support student writing and encourage and strengthen the dialogue and communication between professors and students (Gourlay and Deane, 2016; Pickard, 2007).

At the level of individual professors, who operate in contexts where institutional training may or may not have been provided, the literature has attempted to identify the range of prevention techniques against students who plagiarize from other students or from the Internet (Devlin, 2006). This clearly involves an insistence on education, and in this case, training in the use of databases is a prevention strategy that can be designed and implemented at different levels (university, specific department, specific course, and even by each individual professor).

According to some professors, another form to prevent plagiarism among students is the use of Turnitin (and other similar types of software), which is, as we shall see later mainly considered a form of electronic detection software in order to identify academic misbehaviour (Bermingham et al., 2010; Bruton and Childers, 2016) and improve the quality of students works (Ford and Hughes, 2012). Through this or similar softwares, professors can check whether citations have been omitted or if significant slices have been copied and reported without any citation by students. This allows the instructor to focus on students' assignments and thus identify whether they may require additional academic training and support. In the opinion of some professors, these programs can also contribute to prevent plagiarism in different ways. Firstly, it can be used as a formative instrument (Bruton and Childers, 2016) since it offers them a far-reaching platform to communicate students the importance of properly paraphrasing the original source. And secondly, the very fact that students know a detection system is in place may make them less inclined to plagiarize (Howard, 2007). Furthermore, some of these programs enable students to upload their assignments in order to verify plagiarism before sending homework. In this way, involuntary plagiarism rates may decrease and be prevented (Youmans, 2011).

Reviews on the state of the field have recently concluded that other prevention approaches used by professors include the need to be innovative and creative in designing the assignment topics and exams, and motivating students to invest much time or energy in their work, thus preventing them from being exposed to the risk of plagiarism. For example, according to Ford and Hughes (2012) it is essential to include higher order thinking assignments that encourage students self-learning and integrity rather than reproducing the same exam or task year after year. Professors in this latter research also reported data supporting professors' belief of the importance of individualizing works. In the same vein, Arce Espinoza and Monge Najera (2015) found that professors believe in the importance of designing practical or creative individual works that are not easily plagiarized and thus reducing the rote learning approach which fosters memorization without understanding. Professors interviewed by de Jager and Brown (2010) similarly suggested changing assignments and using those that require to demonstrate the student's analytical skills instead of those that simply involve recall of information.

The reviewed research papers also highlighted the need for a communicative and informative atmosphere, offering full support to the students or providing professors help and advice on how to discourage students from copying (Arce Espinoza and Monge Najera, 2014; Bennet et al., 2011; Broeckelman-Post, 2008; Bruton and Childers, 2016; Ford and Hughes, 2012; Gourlay and Deane, 2016; Hard et al., 2006; Hu and Sun, 2016; de Jager and Brown, 2010; Kwong et al., 2010; Robinson- Zañartu et al., 2005)

Other studies point out that professors must stress the importance of teaching students the necessary skills to reduce plagiarism such as educating them in how to reference or search appropriately, telling them the right way to do things, offering them training in order to enhance their writing skills and giving them examples of what plagiarism is (Bruton and Childers, 2016) and improve their understanding of academic integrity plagiarism (Arce Espinoza and Monge Najera, 2015; de Jager and Brown, 2010; Ford and Hughes, 2012; Hu and Sun, 2016; Robinson-Zañartu et al., 2005). Kwong et al. (2010) also cited the importance of putting in place training sessions and seminars in order to teach academic integrity, citation procedures, and related matters. Within the context of training, reciprocal interactions and influences between students and professors, the need to

promote dialogue between them in order to challenge plagiarism and foster academic honesty is required. Indeed, interviews in Bruton and Childers (2016) and Hudd et al. (2009) verbalized their support to the need of discussing plagiarism in classes and communicate with students the importance of academic integrity. Pickard (2007) found that professors in her study encourage professor's debate that builds support for the preparation of assignments and consider it a valuable tool in order to help to make plagiarism an important issue for academics, administrators and students.

It is important to highlight that, even when the unit of observation tends to be the body of professors, we can distinguish individual efforts from collegiate ones, as is the case when we talk about generating and maintaining a debate about the issue. Furthermore, Borg's (2009) participants expressed similar perceptions and view the dialogue with students as one of the main emphasis of the academic integrity. Prevention efforts need to be improved, and the findings underline that when professors prioritize debate about academic integrity and train students on how to use properly research sources, plagiarism is far less frequent (Sutherland-Smith, 2005). By contrast, when there is no guideline for the prevention or when those measure are deficient, students will be more likely to act unethically. De Jager and Brown (2010), Hard et al. (2006) and Keith-Spiegel et al. (1998) noted how faculties consider that the lack of prevention efforts and institutional support for academic dishonesty could encourage students to plagiarize and hence increase the misconduct if the problem is underestimated. Kidwell et al. (2003) stated that having an honour code is important in order to increase honesty in the University, thus, implicitly, allowing to prevent dishonesty. These studies highlight the need for generalized measures to prevent this kind of misbehaviours in students in addition to improving professors' ability to design and implement clear and consistent practices to avoid plagiarism. Thus, once more, the interaction of efforts at institutional (policy), professors (as a collegiate body) and individual professors is a key element for improving of prevention of plagiarism.

Overall, the literature points to a quite similar range of plagiarism prevention strategies. However, it is important to highlight that general principles that should guide plagiarism prevention lack on specific and common actions. Therefore, it seems sensible that

institution efforts should be directed toward understanding and facilitating such communications, although few measures have been taken in this area.

*2.2.4.4. Professors' role in **detecting** students' plagiarism*

The growing ease with which students can use advanced technologies in order to search and copy information available from the Internet has increased in parallel with the ease in checking copied phrases. Thus, it is relatively easier to detect plagiarism with online search engines such as Google or with software packages such as Turnitin, which can identify areas of a paper that may be plagiarized (Jocoy and DiBiase, 2006; Payne and Ireland, 2015). In this section, we will take a closer look at how professor detect students' plagiarism. More specifically the focus of this stage is to assert whether professors undertake any initiatives to detect plagiarism and which ones they are.

From the literature, we noticed that some professors use or consider useful some form of electronic detection software such as Turnitin in order to detect academic misbehaviour (Vehviläinen et al., 2018), while others are more doubtful about its convenience and decide not to employ it. Bruton and Childers (2016) found little consensus among faculty about the usefulness of this program. Indeed, in their study, some professors refused to use this software because it (1) is inappropriate for their type of assignment, (2) is time consuming, (3) can violate students' intellectual property rights, (4) can puts off professors' responsibility, (5) automatically penalize students or even (6) they lack technical knowledge and skills to be able to use it.

In some cases, professors indicated that their university had done a very "bad job" (Bruton and Childers, 2016) and failed to sufficiently promote Turnitin, and thus they did not use this programme considering it an unhelpful tool or, as claimed by the vast majority of the faculty members in de Jager and Brown's study (2010), needless. In the same line, Bermingham et al. (2010) also found that while some professors consider Turnitin a helpful tool to detect plagiarism, others argue that it is not a reliable tool to identify it especially where the students have reworded the material. Beute et al.'s (2008)

participants expressed a similar perception, and indeed only 36% of respondents used the software programs as an instrument to detect student plagiarism.

Notwithstanding the fact that many professors do not consider the plagiarism's software a viable alternative to detect academic misbehaviour, we also found those who believe it could help to solve the plagiarism problem. Among them, Sutherland-Smith (2005) found that when asked to list methods to detect plagiarism, some professors point out that just by looking at the text is easy to understand if it is copied by the fact that within the same text you can find sophisticated and unsophisticated words or when their oral expression is weaker than the written one. Some others tended to feel comfortable using both internet and detection software, such as CopyCatch, Wordcheck software or Plagiserve, for the screening of the presence of plagiarism. Bermingham et al.'s (2010) also reported that when part of an assignment is deemed to be very well done and in a sophisticated form that is inconsistent with the oral skills, it represents a whistle blown for the assignment to be immediately submitted to a plagiarism detection program. Pickard (2007) highlighted how her study encouraged the debate about the use of plagiarism detection services for postgraduate distance learning courses in order to detect academic misconduct. In order for them to address these concerns, it would be useful for universities to provide professors with the means and courses to understand how and when to use these tools.

Failure to detect plagiarism may imply that students will be more likely to plagiarize (Honig and Bedi, 2012), as students who are honest will be less encouraged to fulfil ethical responsibilities and rules (Lewis et al., 2011).

2.2.4.5. *Professors' role in **managing** students' plagiarism*

Plagiarism management is essential in order to avoid it from becoming an uncontrollable problem in academia. Even when professors may have taken a number of actions with the aim to prevent and detect the occurrence of plagiarism, its control represents an important step towards resolving this problem.

Thus, after having analysed how professors prevent and detect students' plagiarism and what they considered to be the determinants of it, the debate continues regarding how plagiarism is or should be managed by faculty members. In this section, we look into this aspect, with particular emphasis on what is done by professors in order to deal with plagiarism, what kind of measures or actions are taken against students who plagiarize and what they feel needs to be done.

Simon et al. (2003) found that professors who are trusting in the university as an institution are more likely to use formal administrative methods in order to manage academic dishonesty, whereas when professors are not confident and thus sceptical, they prefer to deal with the occurrences of plagiarism on their own. In the same vein, Sutherland-Smith's (2005) study underscores professor's hesitation regarding the possibility of resorting to their institution's procedures. Thus, many of them decide not to report plagiarism due to the lack of confidence in the managing policies of the committee responsible, considering it will never deal with it properly and effectively. For instance, of the eleven faculty members interviewed in this study, nine of them did not feel comfortable reporting student plagiarism in their classrooms, preferring to deal with it themselves or even overlooking this problem inasmuch as they do not see any need to carry out activities that might discredit their academic achievement.

In other cases, more than an issue of reliance, it is also a matter of ambiguity. In this context, interviewees in Bermingham et al.'s (2010) and Barrett and Cox's (2005) studies revealed that, given the uncertainty regarding when invoking their university procedures, professors prefer to manage plagiarism informally, treating it as a minor case, and hence dealing with academic misconduct themselves. Other authors, such as Flint et al. (2006) and de Jager and Brown (2010), also cited that professors prefer to make autonomous judgments concerning the punishment of plagiarism, and as also told by Kwong et al. (2010), choosing to manage plagiarism themselves. Welsh (2017) shows the opposing views of nursery educators where, on the one hand the author highlighted those who maintain the need to have Fitness to Practice processes in order to manage cases of plagiarism and, on the other hand, those who consider that these practices are not

exclusive but rather complementary with the disciplinary approach maintained by institution's plagiarism governance.

The actions undertaken by professors as a response to detecting a case of plagiarism include punishment, which may appear to be a powerful and attractive management strategy, but one which is unclear whether it may effectively change student behaviour, especially when there are no fully standardized procedures among universities, departments and even professors (Robinson-Zañartu et al., 2005).

Professors, in many cases, deal with plagiarism on their own either because they do not meet with sufficient response or support on the part of their university or because they do not feel comfortable informing about a student's misbehaviour (Keith-Spiegel et al., 1998). Nevertheless, in other cases they may even decide not to take any initiatives, and before taking action they assess and evaluate the severity and type of plagiarism. For instance, Coren's study (2011) highlighted that those professors who decide to not act and ignore cheating do so through any lack of proof. Bruton and Childers (2016) found that, when asked to list the type of punishment commonly used in plagiarism cases, professors tended to declare that they generally penalized only flagrant and serious cases of verbatim plagiarism highlighting sentences or paragraphs they consider plagiarized. Other professors in their study refer to plagiarism issue as "the chicken pox pattern" and decided not to take any further action. In the same vein, Barrett and Cox (2005) observed that professors treat the cases differently according to the degree of seriousness (major or minor cases) and the amount of passages that are plagiarized.

In de Jager and Brown's (2010) study, professors do not advocate excessive rigidity in plagiarism punishment, highlighting that not all cases of plagiarism are alike, and thus they should be treated according to the severity. Flint et al.'s (2006) study reported that many faculty members consider that the punishment must be proportionate to the scale or seriousness of the infringement and deemed acceptable when students copy a small amount of other people's tasks.

Regarding the specific type of punishment adopted by professors, some of them decide to take severe action and penalize students' plagiarism and decide to fail their exams, whereas others take less severe actions. In this way, de Jager and Brown (2010) and Hu and Sun (2016) found that professors normally failed the student or put a zero in the assignment. But in spite of these actions, professors referred that they tend to not report plagiarism cases to the disciplinary tribunal. Professors in Kidwell et al. (2003) reported that, when evidence of plagiarism exists, they fail the student. 20% of professors ask the student to retake the exam or re-do the assignment. However, they consider that not all of them treat the instance in the same way. Similarly, professors in Vehviläinen et al. (2018) declared "planning new assignments" to all those who plagiarized.

In other instances, professors in lieu of the exam/assignment's failure, they decide to take "soft" measures, such as dropping the student's grade. For instance, data reported by Kwong et al. (2010) shows that, in case of academic misconduct, most of the professors interviewed generally reduce the assignment grade as punishment or teach students about ethics behaviour and integrity practices, and only a few of them invite students formally to abstain from violating academic integrity.

Professors blame their lack of assertive stance to emotional factors, the fear of escalation and fear of publicly displaying the case. Similarly, respondents in Sutherland-Smith's (2005) and Bermingham et al.'s (2010) declare that due to the lack of consensus among professors on what constitutes a major or minor academic misconduct, they tend to deal with it in different manners, and most of the faculty members prefer to penalize the students by reducing the marks. Data in Kwong et al.'s (2010) study also showed that when professors find plagiarism in student assignments, most of them are prone to lower the student's grade.

The matter of reducing the mark depends also on the type of contract that professors have within the university. Interestingly, Hudd et al. (2009) noted that although a high percentage of professors use to report cases of plagiarism showing an engagement with academic integrity, part-time and full-time professors face plagiarism in different ways: Part-timers are more willing to reduce or not to administer sanctions when the student

misunderstands the policy and is less likely to discuss and educate the student about integrity practices, whereas full-time professors penalize plagiarism by lowering the student's grade and are more likely to report violation and teach students about integrity issues.

Other forms suggested by professors to manage plagiarism are the establishment of educational programs. In this vein, participants in Beute et al's (2008), Broeckelman-Post, (2008) and Ford and Hughes's (2012) studies advocate for workshops, training session or mere talking with professors, with the aim to inform about their role and increase their awareness about how to punish academic dishonesty safeguards and discuss with students their expectation. In this regard, the management phase of dealing with plagiarism gets closer to the prevention phase, representing a full-circle process.

Education may not only arise throughout specific training programs but also adopting a dialogue either with colleagues or with students. For instance, according to Vehviläinen et al. (2018) the dialogue with colleagues can be useful since they can help understand how to manage it, confirm the accusation of plagiarism and alleviate the burden of responsibility. The method of talking with the students and giving them some advice is also essential. This is the case of Kwong et al. (2010), who found that despite the majority of professors lower the grade, as we saw earlier, some of them communicate with students: 25% of them give students a formal warning and 47% of faculty members surveyed declare that in cases they find the work is plagiarized they educate their students on integrity practices. Pickard's (2007) study found that a wide range of punishment were used by professors but most commonly used systems are formal and informal warning and discussion, and very rarely they fail the students. Coren's study (2011) found that some professors prefer to give warning to students but in this research, he also attempted to bridge the gap between professors who tend to talk with students when having a suspicion of cheating (83%) and those who ignore suspected cases of cheating and thus prefer not to talk face to face with students given the emotional toll and stress involved and the socially awkward position it would imply.

In other cases, the steps undertaken by professors vary according to the proportion of the work that was plagiarized and the actions range from talking to students to lowering the grade or reporting to the institution. In this vein, Robinson-Zañartu et al.'s (2005) study of faculty members' perceptions of and responses to plagiarism found that two thirds of the professors revealed that they discuss the problem with the student or require them to repeat the task. When students submit an assignment taken from previous pieces of work, the majority of professors (74%) responded that they did not report the case and 92% of them considered that no university sanction is needed, whereas between 9% and 15% penalized the students who plagiarize lowering the assignment grade. In those cases where students incorporated a few pieces of another's work into their electronic assignment, 37% of professors tended to ask students to re-do de assignment, whereas where the source material was electronic the less aggressive measures were taken such as talking with the student about the problem. And 41% indicated that no sanction was warranted by the university. Also, professors in this study, like in Bruton and Childers's (2016), talk with the students when is the first time they plagiarize, and only subsequent cases of misconduct are penalized. The same study found that 31% of professors agreed that, when a great deal of electronic work or paper is copied, they would communicate the infringement to the department chair, while the same proportion would report to university judicial affairs. Many faculty members complain that penalties are not severe enough and that all students should be treated equally toward the same infringement (Beute et al., 2008), a point that highlights certain differences between rhetoric and reality.

Along with this, professors consider that it is also a hassle to deal with students' plagiarism. especially when this involves an excessive and important workload. For instance, managing student plagiarism has been considered one of the most negative aspects of their job by professors in Coren's study (2011) who ignore suspected cheating. In the same vein, Bruton and Childers (2016) and Keith-Spiegel et al. (1998) considered that dealing with plagiarism is among the most deleterious and onerous aspects in their job. This statement could happen for a variety of reasons, such as time constrains that professors face in university and the lack of standardized practices. Bermingham et al. (2010), Keith-Spiegel et al. (1998), Coren (2011) and Sutherland-Smith (2005), all

reported data supporting professor lack of time in verifying and dealing with plagiarism. They considering getting involved with integrity incidents as heavily time consuming, partly because most such cases remain unpunished and partly because they feel themselves as a “weak link in the chain”.

The heterogeneity in intervention policies and procedures among institutions and even among professors in the same university or even same department, makes it seem that there is no unanimity about how to address this problem. For instance, Marcus and Beck's (2011) and Pincus and Schmelkin's (2003) studies reported that punishment of infractions varies considerably across faculty members. Hence, perspectives on penalties vary significantly within the University context, with some professors debating what types of punishment are acceptable in practice and who should determine appropriate punishment, Others are meanwhile conflicted as to whether training practices and communication with “student infringer” represent an “alternative to penalty or an alternative penalty”.

Therefore, managing students' plagiarism is not an easy task, particularly when a certain lack of uniform policies deters the homogeneous treatment in the university context. Indeed, professors in many studies indicate that implementation of more awareness of university plagiarism policies should be fostered (Birmingham et al., 2010; Beute et al., 2008; Robinson-Zañartu et al., 2005; Sutherland-Smith, 2005) in order to define academic dishonesty, teach their students how to write in that discipline (Bruton and Childers, 2016), thus provide a process to appropriately manage plagiarism. These issues are also echoed in Welsh's study (2017), where professors call for a review of university policies within all disciplines, with the aim of being clear and deal in a consistent way with plagiarism.

Many problems were encountered in the literature in terms of universities' policies, such as contradictions and tricky implementation processes. For example, Beute et al.'s (2008) study found that only 35% of professors interviewed know or consulted the institution's policy on plagiarism, and indicated the gap between the adoption of policy and its implementation, which is, according to Hard et al.'s (2006) study, imperative to allow prevention efforts to resolve and assist faculty members into the management process.

Conversely, professors in de Jager and Brown's (2010) perceived plagiarism university policies problematic, inconsistent or not clear enough. Keith-Spiegel et al. (1998) observed the existence of policies that uphold due process for students but are not meant to protect professors willing to act against plagiarism. Professors complained about the poor cheating prevention measures and the very little support of their institution and belief that their role has nothing to do with 'policing'. Professors' participant data in Kidwell et al.'s (2003) and Bruton and Childers's (2016) were well disposed toward the implementation of an honour code as an important tool to avoid the risk of permissiveness by both instructors and students. Very few professors are aware of the ethical codes and standards and, according to de Jager and Brown, (2010) there is a general lack of consistency in applying the rules codes.

According to the literature, professors are unanimous in recognizing that it is crucial to have institutional support for the implementation of a policy, especially where policies relate to students' behaviour. The endorsement and modelling of the measures that should be taken by professors will encourage professors to apply the policies uniformly and avoid plagiarism' self-management.

Summarizing the reviewed studies, we saw that both professors and universities are spokespersons and play a vital role in ensuring academic honesty. Notwithstanding faculty members are valuable actors in these contexts, responsible for promoting ethical awareness and developing better behavioural capabilities among their students. They also act as important mediators in order to encourage fair and honest practices, although faculty members' function is not always intended to cover this role. Pressure to "publish or perish" (Luke and Kearins, 2012; Shahabuddin, 2009) makes professors more concerned about their own academic performance, such research and teaching, than detecting plagiarism (Curtis and Vardanega, 2016; Necker, 2014) and they still find it difficult to act independently. This situation constitutes an institutional weakness (Simon et al., 2003). In summary, the diffusion and consciousness of university policies among the three players along with a systematic implementation of criteria by all parties and standards-based evaluation appear to be imperative in the quest to reduce plagiarism.

2.2.5. Discussion

The purpose of this study is to investigate what are professors' perceptions about the phenomenon of plagiarism among students, based on an overview of the existing empirical literature. The review aims to answer the question of what are the faculties' perceptions of students' plagiarism and its causes, and gain clear understanding about how they prevent, detect and manage it. Research on plagiarism is expanding, but there are still few studies specifically related to the exploration of the professors' role of this phenomenon.

The literature search revealed 29 studies explicitly dealing with professors' perception of plagiarism. The novelty and significance of this review is that its results provide a unique overview on what is known from previous research on the specific role professors have and need to have in order to foster academic integrity and plagiarism. Evidence of faculty's perceptions of students' plagiarism and the critical role played by them in maintaining academic integrity and more specifically in their responsibility in preventing, detecting and managing plagiarism in higher education is limited.

Recent works emphasize the lack of uniformity in the way professors perceive and understand students' plagiarism. Overall, we found that professors agreed that plagiarism is an increasingly serious issue (Arce Espinoza and Monge Najera, 2015; Bermingham et al., 2010) within the academic context representing a moral failure on the part of students, (Beute et al., 2008) and a critical aspect of ethical and moral disintegration (Flint et al., 2006; de Jager and Brown, 2010), and advocate the need for communication between students and professors. These communications should embrace, on the one hand, the information about the importance of writing. Through writing, people learn, communicate with one another, and discover and establish their own authority and identity. Scholars and professors have a common vision of plagiarism considering it as a deliberate choice to do wrong (Beute et al., 2008) and seen it as academic theft (Bruton and Childers, 2016; Flint et al., 2006; Sutherland-Smith, 2005), ethical errors, tacit cheating behaviour, student dishonesty (Bennett et al., 2011; Bermingham et al., 2010) and appropriation of others' ideas or words.

However, despite the widespread knowledge of what plagiarism is, we found that professors' definitions of plagiarism were confused and affected in some cases by the type of disciplines, time working in the university and absence of uniform policies, contributing to increasing the difficulty of detecting and managing it (Borg, 2009; Flint et al., 2006; McCabe et al., 2008). These results of the literature search point out to the need of harmonizing concepts and developing a generalized definition. A widespread awareness will enhance professors' abilities to work collaboratively, to understand and seek common solutions to plagiarism issues.

Moving forward in our discussion from other aspects related with their perception in terms of how professors prevent and manage plagiarism, one of the main conclusions to be drawn from professors' data is the perplexity between what professors believe that they can do themselves individually and how much needs to be done by the institution. Professors frequently perceived that a lack of prevention effort and institutional support for dealing with academic dishonesty, along with the lack of widely accepted plagiarism prevention methods, is a major challenge (Birmingham et al., 2010; Beute et al., 2008; Bruton and Childers, 2016; de Jager and Brown, 2010; Flint et al., 2006). Professors feel they are responsible to prevent and manage students' plagiarism but at the same time they are disappointed with the lack of support offered by the university.

2.2.5.1. Further research

There are several avenues for future research in this topic. The review shows that scarcely any study thus far has holistically explored the important role of professors in this scenario. This is in spite of the fact that professors hold a relevant power to impact on student plagiarism and modify their behaviour, whether by using good practices developed by the university or acting in isolation as the custodians of the university culture. An implicit assumption in this research is that a professor cannot avoid using power since it is an "innate" part of their function. Indeed, as we noted, through this power professors are considered leaders and role models, performing as "institutional agents" and key stakeholders in their management of students (Macfarlane, 2011).

We noticed that the majority of the studies carried out so far focused on identifying different professors' perceptions according to gender, type of contract, commitment with the university and years of teaching. However, studies comparing the perception of professors in different cultural context has not been found thus far.

Consequently, we recommend researchers broaden their studies and explore the perception and the role played by professors in preventing, detecting and managing students' plagiarism and to what extent this is a cultural or even an emotional issue. This could lead to a discussion about professors' feelings of empowerment, namely the ability to draw power from itself in order to control events such as plagiarism or on the contrary professors' powerlessness.

A lot of the literature agrees upon the principles of measures that need to be taken in order to prevent and deal with plagiarism. However, it's a bit thin on the ice when it comes to make specific policy and practice recommendations. Thus, work needs to be done in order to analyse the challenges professors face when they address students' plagiarism considering the importance of promoting a culture of academic integrity. In this sense, Hudd et al. (2009) emphasized the need for high level of commitment and coordination between students, professors, managers and board of directors with the purpose of promoting a culture of academic integrity.

2.3. A specific literature review on professors' perceptions about university students' plagiarism

This section reproduces the article "Professors' perceptions of university students' plagiarism: A literature review", published in the journal *BiD Textos Universitaris de Biblioteconomia i Documentació* (ISSN 1575-5886), which is indexed in Scopus and in the Emerging Sources Citation Index. It focuses on the first subsections of the initial literature review outlined in the section 2.2.

Professors' perceptions of university students' plagiarism: A literature review

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Abstract

Objectives: This paper aims to identify and critically evaluate the extant knowledge about professors' perceptions of university students' plagiarism. A clearer comprehension of these perceptions will allow us to forward the literature on this topic by pointing avenues for further research and policy.

Methodology: We explored professors' perception of student plagiarism through an integrative literature review. To undertake this review, we searched the literature from 2000 to 2016 using a range of keyword combinations related to professors' perception of plagiarism. Inclusion and exclusion criteria were implemented to choose abstracts and then full papers. In order to ensure the rigor of the review, we also employed a systematic analytical framework.

Results: The twenty-two studies identified revealed greatly contrasting and uneven perceptions about students' plagiarism among professors. Our findings indicate that it is necessary to focus not only on professors' perceptions of what plagiarism is as a concept, but also to map to what extent this is an important, prevalent and severe issue for them. In the same vein, we highlight that such perceptions and the causes professors attribute to the reasons why students plagiarise may have a strong relationship with the actions they ultimately undertake to deal with this issue. Finally, we reflect on the additional problems caused by inconsistent implementation of responses to plagiarism at all academic levels.

Resumen

Objetivos. Este artículo tiene como objetivo identificar y evaluar de manera crítica la investigación realizada hasta el momento sobre las diferentes percepciones que tiene el profesorado respecto al plagio cometido por el alumnado universitario. Un conocimiento profundo de estos puntos de vista debe servir para ampliar la bibliografía sobre el tema y abrir nuevos caminos que permitan continuar haciendo investigación y diseñando políticas.

Metodología. Se han analizado las diversas opiniones que tiene el profesorado sobre el plagio de los estudiantes universitarios por medio de una revisión bibliográfica integral. Se ha investigado la bibliografía publicada entre el 2000 y el 2016 usando una serie de combinaciones de palabras clave relacionadas con las percepciones del plagio que tienen los profesores. Se han aplicado criterios de inclusión y de exclusión para elegir resúmenes y, si eran pertinentes, artículos enteros. Con objeto de garantizar el rigor del estudio también se ha utilizado un marco analítico sistemático.

Resultados. Los veintidós artículos seleccionados demuestran que el profesorado entiende de muchas maneras el plagio cometido por los alumnos. Los resultados de este estudio indican que, además de investigar sobre las diferentes ideas que los profesores tienen del plagio como concepto, también hay que estudiar hasta qué punto consideran que los casos de plagio son importantes, frecuentes y graves.

Así mismo, se hace énfasis en el profundo vínculo que puede haber entre las percepciones y los motivos que los profesores atribuyen al plagio cometido por el alumnado, por un lado, y las medidas que acaban aplicando para afrontar este problema, de la otra. Finalmente, se exponen problemas adicionales que resultan de la incoherencia de las diversas respuestas que se dan para abordar el plagio en todos los niveles académicos.

Resum

Objectius. Aquest article té com a objectiu identificar i avaluar de manera crítica la recerca feta fins ara sobre les diferents percepcions que té el professorat respecte del plagio comès per l'alumnat universitari. Un coneixement profund d'aquests punts de vista ha de servir per ampliar la bibliografia sobre el tema i obrir nous camins que permetin continuar fent recerca i dissenyant polítiques.

Metodologia. S'han analitzat les diverses opinions que té el professorat sobre el plagio dels estudiants universitaris per mitjà d'una revisió bibliogràfica integral. S'ha investigat la bibliografia publicada entre el 2000 i el 2016 fent servir una sèrie de combinacions de paraules clau relacionades amb les percepcions del plagio que tenen els professors. S'han aplicat criteris d'inclusió i d'exclusió per triar resums i, si eren pertinents, articles sencers. A fi de garantir el rigor de l'estudi també s'ha utilitzat un marc analític sistemàtic.

Resultats. Els vint-i-dos articles seleccionats demostren que el professorat entén de moltes maneres el plagio comès pels alumnes. Els resultats d'aquest estudi indiquen que, a banda d'investigar sobre les diferents idees que els professors tenen del plagio com a concepte, també cal estudiar fins a quin punt consideren que els casos de plagio són importants, freqüents i greus. Així mateix, es fa èmfasi en el profund lligam que pot haver-hi entre les percepcions i els motius que els professors atribueixen al plagio comès per l'alumnat, d'una banda, i les mesures que acaben aplicant per afrontar aquest problema, de l'altra. Finalment, s'exposen problemes addicionals que resulten de la incoherència de les diverses respostes que es donen per abordar el plagio en tots els nivells acadèmics.

Keywords: Plagiarism, Lecturers, University education, Scientific research

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1 Introduction

University student plagiarism is considered a major problem and a serious breach of academic standards that jeopardizes the quality of the courses offered, the validity and applicability of the codes of honour and the reputation of universities in general (Luke & Kearins, 2012; Park, 2004). This concern has been expressed by many scholars, pointing that such wrongdoing in academia calls for a review of institutional procedures with the aim of improving practices and universities' codes of conduct (Duggan, 2007). Plagiarism is conceptualised as the theft of others' words or ideas without citing the proper reference and thus without giving the accurate credit to the original author (Risquez, Dwyer and Ledwith, 2011; RUIPÉREZ and García-Cabrero, 2016).

Research on university student plagiarism has sharply increased in recent years. This has been accompanied by an on-going debate within universities and related institutions. Accordingly, it has been a prolific research field marked by related but distinct lines of investigation. However, the vast majority of research concerning students' plagiarism has focused mainly on student understandings of plagiarism (Ashworth, Bannister and Thorne, 1997; Gullifer & Tyson, 2010; Mavrinac et al., 2010), its incidence (Bing et al., 2012; Flint, Clegg, & Macdonald, 2006) and its determinants (Bennett, 2005; Park, 2003; Rettinger and Jordan, 2005).

Another important line of enquiry has focused on the tools to detect plagiarism, such as Turnitin (Batane, 2010; Chapman, Davis, Toy, & Wright, 2004) and the broader institutional policies set in place in order to deal with this problem (Arce Espinoza & Monge Najera, 2015; Flint et al., 2006). Despite the fact that the figure of the professor has been acknowledged to be central in dealing with this problem, the study about such central role of professors in relation to students' plagiarism has been less popular (Bruhn, Al-Kazemi, & Prescott, 2002).

An associated challenge with the plagiarism literature is a widespread disagreement regarding the very definition of plagiarism. This is reflected in diverse perceptions about what plagiarism is among students (Gullifer & Tyson, 2010) and even among professors (Sutherland-Smith, 2005). This shortcoming brings about an important dispersion about what actions are needed when faced with plagiarism and when they need to be implemented. Thus, the development of an adequate understanding of plagiarism as a form of academic misconduct continues to be advocated by many scholars (Gunnarsson, Kulesza, & Pettersson, 2014).

In this paper, we take up the calls for more emphasis on the professors' role and for exploring the connections between the various conceptualisations about what constitutes plagiarism, its manifestations, and related actions to deal with it. Therefore, the aim of this review is to identify and critically evaluate the existing primary research related to professors' perceptions of university students' plagiarism. A clearer comprehension of these perceptions will allow us to forward the literature on this topic by pointing avenues for further research and policy.

In order to achieve this aim, we review the contributions of the literature related to professors' perception of university student plagiarism between 2000 and 2016. With this, we expect to offer a comprehensive overview of the work carried out to date and what future prospects may be contemplated in this regard. Furthermore, we pose some recommendations related for future research on this topic.

2 Methodology

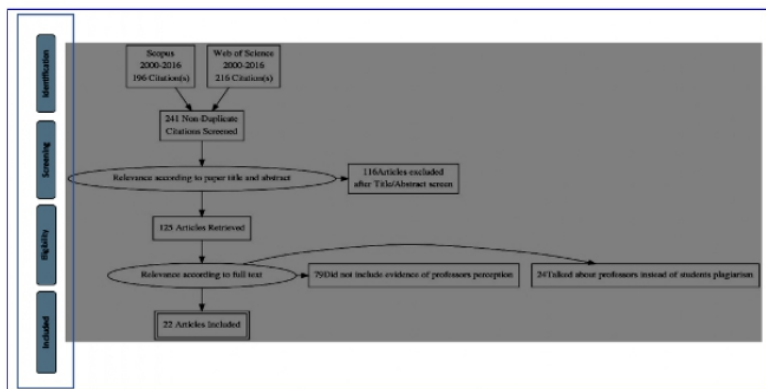
For the search and analysis, we used an integrative literature review, which allows to simultaneously include experimental and non-experimental research and to combine readings and data from the theoretical (if present) and empirical literature (Whittemore and Knaf, 2005). This approach is pertinent when the objective of the research is to summarise and analyse the literature on a phenomenon of concern and to include diverging perspectives about a topic (Bandara, Furtmueller, Gorbacheva, Miskon and Beekhuyzen, 2015). In the next subsections, we detail our search procedure, the characteristics of the sample obtained and the analytical approach undertaken.

2.1 Search procedure

In order to carry out this literature review, we limited the search to articles published in the period between 2000 and 2016. This time framework was set up because it mirrored the development of new technologies. In fact, although plagiarism is a much older phenomenon, its current form and incidence is associated with the use of internet among students, which has become an indispensable tool in the educational context since the second half of the 1990s, allowing students to find and gather a great variety of information sources in order to carry out their university assignments. Thus, a corpus of research in this form is clearly identifiable since 2000.

The search was carried out within the databases Scopus and Web of Sciences, as they both include peer reviewed studies and contain top tier journals. We used Boolean combination with related search queries such as plagiarism AND higher education OR universities AND professors OR teachers OR faculty OR staff AND perception. Although we originally had planned to circumscribe our search within the fields of Education and Librarianship, we eventually opened up this inclusion criterion to all fields and obtained additional results mainly from Sociology, Medicine and Management.

The initial literature search in the two databases turned out a similar number of articles (Scopus 196 and Web of Science 216). The duplicates were eliminated, with a collection of 241 non-duplicate citations screened. A first round of exclusions was carried out on the basis of relevance for our topic upon reading the title and the abstract of the articles initially obtained. In this process, 116 articles were excluded as they were not relevant to the investigation, leaving a remainder of 125 for full text analysis. The 125 articles were fully read to be assessed for eligibility by two of the authors. With full agreement, it was found that 79 did not focus on professors' perception but rather on students or other agents' perceptions and 24 analysed professors' instead of students' plagiarism. Thus, 22 articles were finally included for the literature review. The articles selected include those covering solely professors' perception of students' plagiarism and those dealing with the perceptions of both professors and students. The overall process is presented as a PRISMA flow-chart (Liberati et al., 2009) in Figure 1.



(<http://bid.ub.edu/sites/bid.ub.edu/files/39/gottardellogran1c.jpg>)

Figure 1: PRISMA flow chart for the selection of studies on professors' perceptions of university students' plagiarism.

2.2 Sample obtained

The total of 22 studies included for this review represent a quite small proportion of the articles dealing with perceptions of plagiarism, proving our starting point that the specific study of perceptions of professors is an under-researched area. In this section, we provide a characterisation of the sample obtained in terms of outlet of publication, chronological characteristics and geographic distribution. These characteristics, alongside other features of this collection of articles, are compiled in Table 1, Annex 1.

The outlets of publication of these 22 articles was quite widespread, and only one journal included a significant proportion (more than a fourth) of the papers analysed: *Assessment and Evaluation in Higher Education* (n=6), while *The Journal of Higher Education* did so to a much lesser extent (n=3). The remaining 13 papers were located in different journals, mainly but not exclusively from the field of Educational Sciences.

Regarding the chronological characteristics of the sample of 22 papers, we can observe that the topic was not really dealt with until 2005: although our search starts in 2000, there are only two articles before 2005. The interest on the perceptions of professors has subsequently grown and become more stable in the last decade (see Table 1).

An interesting feature of this collection of papers, which connects its chronological and geographical characteristics, is the fact that the very few papers whose empirical work has been carried out outside English-speaking countries ($n=4$), have only appeared since 2010. The supremacy of Anglophone contributions on this topic is thus notable. Also, because of the small number of non-English-speaking countries papers, we were not able to use their country of origin as a variable for the analysis of the papers, even though it is clear upon reading them that national culture would be a relevant factor for studying the plagiarism phenomenon.

However, perhaps the most salient characteristic within this sample of papers is the scattered nature of this academic contributions, not only in terms of the different outlets where they appear published, but mainly in the shortcoming consisting on the scarcity of papers that build up knowledge from previous work. To redress this deficiency is precisely one of the objectives of this article.

2.3 Analysis

In order to ensure the rigour of the review, a systematic analytical framework, on which we have based our results section, was employed (Whittemore and Knafelz, 2005). This framework was developed by the authors after a first round of separately open-analysing (Strauss & Corbin, 1990) a subsample of ten papers. After the framework was agreed, two of the authors axial-analysed all the papers according to the four categories that had been generated. Finally, the third author collated the two separate codebooks, where there was maximum agreement, and revised the codes. Because of the neutral nature of the topic of study, agreement throughout the final coding process was almost total.

3 Results

The overall theme that arises from this revision of the literature is the striking degree of discrepancy in professors' perceptions. With the aid of our analytical framework, we have separated them in four elements: perceptions about the actual concept of plagiarism, about its prevalence and severity, about its likely causes, and the relationship between such perceptions and the ensuing actions undertaken by professors. We now examine them in turn.

3.1 Perceptions about the concept of plagiarism

Although a common notion of plagiarism is taking credit for someone else's work (Bennett et al., 2011), as with a lot of the literature on plagiarism that focuses on students' perceptions, the analysis of our sample of 22 papers is characterised by an important *diversity of concepts* of what professors consider to be plagiarism. For example, in their semi-structured interviews with a sample of professors from different departments, disciplinary areas and profiles (part-time, staff teaching undergraduates, postgraduates, etc.), Flint et al. (2006) evaluated lecturers' perceptions and knowledge about practices that were considered plagiarism. They found important and mismatched differences about their interpretation of plagiarism in particular and cheating in general, regardless of the disciplinary context or any other characteristic. In the same vein, Borg's (2009) assessment of professors' concepts of plagiarism highlighted not only the existence of widespread differences, but also institutional efforts to define plagiarism and manage it. However, he did identify that some of these differences were due to the disciplinary field of professors: for example, according to professors in humanities, plagiarism exists when there is a substantial reproduction of passages or whole sentences or when there are parts of the texts that have been lifted without being adapted. Instead, professors in the faculty of history did not tend to see the use of others' works with such a severe eye. On the other hand, professors in law consider that there is plagiarism even when students discuss their written assignments with other students. And yet, in fashion design, professors consider that copying and borrowing are acceptable practices if it is done in a responsible manner. At the other extreme we can find studies carried out on very specific samples, such as Marcus and Beck's (2011), who investigated a sample of faculty teaching English and Speech. In this case, they found a much clearer understanding of students' plagiarism, although they reported that this was even better in the case of full time professors when compared with part timers.

Given this variety in the conceptualisation of plagiarism, some authors have opted to try to obtain clarity by trying to get lecturers to differentiate between plagiarism and other forms of student textual misconduct. For example, through a scenario-based questionnaire, Barrett and Cox (2005) explored the differences in perceptions between plagiarism and collusion. In this way, they could observe that professors see collusion as an issue primarily connected with shared work, but consider plagiarism to be an individual offence.

In order to overcome this disparity in the conceptual definition of plagiarism, we attempted to find the common specific actions that are considered plagiarism, that is, we enquired about *what practices are considered plagiarism*. The principal and most uncontested form of plagiarism according to professors is copying verbatim and "cutting-and-pasting" from electronic sources (Beute et al., 2008). To this core form of plagiarism, many authors add paraphrasing incorrectly without the necessary citations (Flint et al., 2006), paraphrasing with an excessive retention of the original, omitting parts of the bibliography and failing to credit graphic sources (Beute et al., 2008). But even with a loosely general agreement that these are forms of plagiarism, Robinson-Zañartu et al. (2005) did not find 100 % acknowledgement, but rates ranging from 89 to 94 %, that is, even if small, there is still a number of professors that would not identify these clear-cut scenarios as plagiarism. In the same vein, Roig (2010) identified great differences

in what constituted an acceptable paraphrasing practice. Moreover, beyond these common forms of plagiarism, there are many practices that professors do not agree on whether to consider as plagiarism, such as recycling one's work (Bennett et al., 2011),

Finally, to make matters even more complex, there are three aspects that add to the variety of conceptions of plagiarism:

- First, the possible *misalignment* in conceiving plagiarism between faculty and university official policies, as identified by Flint et al. (2006).
- Second, the different *cultural* interpretations of plagiarism. Traditionally, oriental cultures have been seen as more tolerant towards plagiarism, but a recent study in China (Hu & Sun, 2016) showed that professors are well able to understand when a text is plagiarized and when is correctly paraphrased. We are then faced by a changing reality not only in terms of geographical but also chronological context.
- Third, the matter of *intentionality*. Indeed, Sutherland-Smith's (2005) study concluded that, for many professors, in order to incur in plagiarism, the student would have to copy deliberately or deceptively, adding that the lack of intentionality and the poor referencing skills would not imply the existence of plagiarism. Data collected by Beute et al. (2008) shows that 70 % of the professors they surveyed believed that students plagiarize in a calculated and intentional manner, whereas 23 % considered that students do not understand what plagiarizing means. This begs the question whether intentionality should even be a consideration at all in the conceptualisation of plagiarism, as this would open the door to similar actions having different outcomes. Moreover, the challenge of determining such intentionality would complicate its management even further.

Thus, we are still a long way from converging to a universal agreement on the concept and types of actions that constitute plagiarism.

3.2 Perceptions about the prevalence and severity of plagiarism

Although many studies consider that professors view plagiarism is a serious issue (de Jager & Brown, 2010), there may not even be total consensus on this perception everywhere. For example, in a study by Ford and Hughes (2012) in a School of Dentistry, most professors believed that plagiarism was not a major issue. These differences in perception have important practical effects. Indeed, understanding and measuring the prevalence (how often it occurs) and severity (how grave it is) of plagiarism is significant because, as Roig (2010) and Robinson-Zañartu et al. (2005) point out, the existence of different levels of seriousness of plagiarism can lead to different actions in order to deal with it.

Regarding its prevalence, since plagiarism is a forbidden practice, it is by nature difficult to measure. To date, the literature has not found an easy solution to this problem, and thus most studies only take into account "detected plagiarism". For example, Pickard (2007) using mixed methodology, determined that 72 % of lecturers studied had encountered several cases of student plagiarism.

Regarding its severity, some studies have compared different forms of plagiarism. For example, Bennett et al. (2011) observed that professors considered recycling less grave than copy-paste actions, while Marcus and Beck (2011) calculated that 72 % of professors felt that plagiarism was less serious than copying or stealing final exams and Yazici et al.'s (2011) professors regarded working with others in an individual project and presenting as one's own the work done by another person, the most severe cases of breach of academic ethics. Finally, the matter of severity is one related to the attitude of each individual lecturer. In this sense, Pincus and Schmelkin (2003) were able to classify two types of faculty, one group who perceive plagiarism as a serious misconduct, and another one with a more ambiguous attitude towards it. Moreover, they could not find a relationship between these two groups and demographic or academic characteristics of the professors studied (full versus part-time, gender, rank, tenure status, etc.). This difference of lecturers' attitudes towards plagiarism materialises in important irregularities in the corresponding actions taken by each type of professor, thus hindering the consistent implementation of university policies.

3.3 Perceptions about the causes of plagiarism

Linked to the perception of professors about what constitutes plagiarism is their consideration of why students have incurred in such a prohibited practice. The study of the perceived causes of plagiarism is important because it will also impact on the actions taken by professors when detecting it.

The most common explanation cited by professors when explaining why students plagiarise is a lack of preparation in terms of academic literacy in general (de Jager & Brown, 2010; Yazici et al., 2011, etc.) and a lack of understanding how to cite in particular, rendering many incidents of plagiarism purely accidental (Bruton and Childers, 2016). Furthermore other authors consider plagiarism is due to the importance students attach to the outcomes rather than the process of learning (Gourlay & Deane, 2016). However, other lecturers consider that there is no room for excuses in university education and attribute plagiarism to a problem of academic dishonesty (de Jager & Brown, 2010). Other reasons attributed to students incurring in plagiarism are fear of failure and the need to achieve a high degree (Yazici et al., 2011), laziness, or making excuses from having too many extra-curricular activities and part-time jobs (Kwong et al., 2010).

3.4 Relationship between perceptions of plagiarism and actions taken by professors

Marcus and Beck (2011) maintain that the disagreement among professors about what constitutes plagiarism has a profound effect on how they deal with it. The literature is plagued with examples of lecturers deciding to deal with plagiarism themselves, without taking into account university-wide procedures (Barrett and Cox, 2005), nor reporting it to university authorities (Kwong et al., 2010) nor consulting with other members of staff. This is particularly the case when professors perceive that policies and procedures are not sufficiently sensitive to individual interpretations (de Jager & Brown, 2010).

Beyond matters of perception, a widespread view of professors is the consideration that verifying plagiarism and presenting evidence of its existence to the committee or corresponding authority may require excessive time (Sutherland-Smith, 2005), and as a consequence, in cases of "minor" acts of plagiarism, they may decide that it is not worth wasting their time in pursuing a plagiarism case. Moreover, the pressure to comply with deadlines and work overload in general even prevent them from investigating and confirming potential cases of plagiarism (Birmingham et al., 2010).

Within this practice of dealing with plagiarism cases themselves, professors seem to find the possibility of fitting the action taken with the type and degree of severity of plagiarism (see section 3.2 above) rather than adhering to one-fits-all general rule. In this line, when providing professors with a scenario where small amounts of other people's work had been copied, Robinson-Zañartu et al. (2005) observed that the tendency of lecturers was to recommend the student to simply repeat the specific piece of work. Furthermore, Bruton and Childers (2016) detected that some lecturers did not penalise plagiarism when they considered it unintentional (see section 3.1 above) and decided to penalise only clear cases of verbatim copying.

Returning to the question of perception, Hard et al. (2006) found that, when professors believe that plagiarism is a frequent problem, they are more prone to take preventive actions and be more vigilant of suspected misconducts. On the contrary, professors who underestimate the frequency of misconduct were less likely to take actions to confirm and pursue students' misconduct. But the lack of prevention efforts may result in increased rates of students' misconduct. In this sense, Hudd et al. (2009) observed that part-time faculty were more confident in the system, considering plagiarism is not a recurrent problem and thus tend to be less vigilant and minimise their sanctions. On the contrary full-time professors were more likely to consider cheating a problem on campus and were more prone to punish students.

Borg (2009) and Hudd et al., (2009) coincide in reflecting that this variety of actions according as a function of the perception of the lecturer about what plagiarism is and is not, about the degree of severity, the difficulty in pursuing action, and the very variance between different lecturers, cause great confusion among students, who cannot understand where the limits of integrity violations stand. Furthermore, such inconsistencies brought about by the self-management of plagiarism may materialise in unfair situations for students (Flint et al., 2006).

4 Conclusions

Our revision of faculty's perception of student's plagiarism has clearly indicated that professors, as a group, possess a wide variety of conceptions and beliefs about this academic problem of varying level. An additional factor that influences their understanding of plagiarism is the sometimes lack of clear policies within universities.

Because we are still far from converging to a universal agreement on the concept and types of actions that constitute plagiarism, future studies should clearly delimitate what they mean by plagiarism, and universities, as well as entire national and international university systems should strive to agree on a common frame of reference. We urge researchers of this topic to develop such homogeneous concept and detail the specific forms of plagiarism. To date, such efforts have taken the direction of finding agreement on a simple definition (for example, the well-know "any form of taking credit for someone else's work"), but we believe the time is ripe for generating a more complex and nuanced conceptualisation of plagiarism.

As shown in this review, different perceptions and attitudes towards plagiarism lead to different and inconsistent implementation of the corresponding punishments. This can discredit the authority of those who do decide to fully implement procedures as well as university's policies. Therefore, future research should also study the causes that model such attitudes, as well as the connection between attitudes and actions undertaken, and how to develop means of implementing consistent responses (e.g. efficient communication of policies) regardless of professors' attitudes. Furthermore, culture can affect the nature of educational system, the understanding of rules on plagiarism, and ultimately the incidence of this problem and the most effective strategies to deal with it. The variation in the way professors understand and deal with this issue should thus merit further research. As seen in the characterization of papers included in this review, only a very small number of papers to date are from non-English speaking countries. Thus, future research should reflect a wider geographic and cultural scope, examining whether the cultural context influences the way plagiarism is perceived and dealt with.

While such research continues to develop, some practical recommendations can be drawn from the present state of knowledge, as explained in the following subsection.

4.1 Recommendations

Although this paper deals with professors, Pickard (2007) recommends that an engagement among all parties involved in the topic of plagiarism needs to occur in order to deal with this problem. In this sense, a key stakeholder, and the one who needs to initiate and lead this process is the university institution itself, who needs to clarify what plagiarism means in their establishments, what forms it may take and to define the consequences of each form of plagiarism. In this effort, universities must make it explicit whether intentionality needs to come into account in the implementation of consequences. We would

suggest that, if the policies are clear and clearly communicated, intentionality should not be considered in this matter, as it could bring about a dangerous lack of implementation consistency and of clarity of what is acceptable and not acceptable (Pincus and Schmelkin, 2003). Instead, we do recommend that policies include a gradation of the severity of plagiarism and a corresponding distinction to be made with regards to the consequences of each degree of severity. We believe that this would encourage professors to consistently engage in pursuing less severe cases of plagiarism, thus contributing to the establishment of a culture of academic integrity.

A clear recommendation is the need to emphasise the communication and education guided to (all types of) professors and students alike about what it really means to plagiarise. Such a measure would allow students to know when a certain conduct is punishable, preventing them from engaging in it, while professors would have clear guidelines regarding how to identify plagiarism and how to proceed when detecting it. In this sense, Ford and Hughes (2012) highlighted that efforts in enhancing the quality of plagiarism education may ensue better results than focusing all investments on detection software. With Hard et al. (2006), we agree that, on the topic of plagiarism, prevention may be the best cure.

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Annex 1

Table 1: Characteristics of the papers reviewed

Author(s)	Year	Journal	Country	Methodology	Sample Size	Main conclusion
Arce Espinoza, L., & Monge Nájera, J.	2015	Assessment & Evaluation in Higher Education	Costa Rica	Quantitative	13	Plagiarism can be prevented throughout workload defined by teacher teams, reduction of rote learning, different assignment and accompanying students along the whole process of producing the written work.
Barrett, R., & Cox, A. L.	2005	Assessment & Evaluation in Higher Education	UK	Quantitative	59	Plagiarism is well understood as unacceptable and collusion as much more acceptable however a problem felt by professors is that the penalty can have widely different consequences depending on the piece of work that has been plagiarized.
Bennett, K. K., Behrendt, L. S., & Boothby, J. L.	2011	Teaching of Psychology	US	Quantitative	158	Professors agreed in the definitions of plagiarism however they should discuss among themselves, and clarify to students, the appropriateness of recycling one's work.
Bermingham, V., Watson, S., & Jones, M.	2010	Assessment & Evaluation in Higher Education	UK	Mixed	48+22 interview	Lack of consistency as to what constitutes a major or a minor offence imply diversity of action taken.
Beute, N., Van Aswegen, E. S., & Winberg, C.	2008	IEEE Transactions on Education	South Africa	Quantitative	111	Since plagiarism can be considered as an educational, cultural issue or even the result of dishonesty and academic misconduct it need to be addressed differently by institutions.
Borg, E.	2009	Assessment & Evaluation in Higher Education	UK	Qualitative	24	Different interpretation among lecturers of inappropriate or transgressive intertextuality according to the expectations and practices of the discipline.

Bruton, S., & Childers, D.	2016	Assessment & Evaluation in Higher Education	US	Qualitative	23	Different way to understand and handle plagiarism and diverse attitudes towards Turnitin. The majority penalize only what they considered to be intentional plagiarism. This is at odd to the way they present the concept of plagiarism in their classrooms.
de Jager, K., & Brown, C.	2010	Studies in Higher Education	South Africa	Mixed	191	Professors seem reluctant to use and apply official university policies if they are considered to be unrealistic.
Flint, A., Clegg, S., & Macdonald, R.	2006	Journal of further and higher education	UK	Qualitative	26	Different perceptions of plagiarism related to student activities that constitute plagiarism and the way in which plagiarism is perceived to be related to cheating. Those differences of plagiarism, and a mismatch between staff and student understandings is highlighted as an area for further consideration.
Ford, P. J., & Hughes, C.	2012	European Journal of Dental Education	Australia	Mixed	20	Professors agreed that the guideline offered in order to deal with plagiarism are inadequate and ask for more attention about them together with the incorporation of software into courses, as well as responsive action.
Gourlay, L., & Deane, J.	2012	Innovations in Education and Teaching International	UK	Mixed	80	Different way to understand academic writing, the 'literacies' perspective shown by support staff leads to a more distributed view of responsibility for plagiarism prevention. Whereas, a 'study skills' paradigm as shown by lecturers' views writing development as extracurricular and remedial.
Hard, S. F., Conway, J. M., & Moran, A. C.	2006	The Journal of Higher Education	US	Quantitative	157	Faculty consider misconduct less common, and students overestimated the frequency of peers' misconduct. One way to increase the number of professors working against misconduct is to make them more aware of the scope of misconduct making sure to forward them the information concerning the frequency of student academic.
Hu, G., & Sun, X.	2016	Comunicar	China	Mixed	108	Professors' knowledge and attitudes toward plagiarism is different according to the teaching experience and this have an influence on their students' perceptions of plagiarism and provide insights into how institutions of higher education are handling the problem.

al.		Higher Education				manage and consider plagiarism between part time who are less severe and full-time professors. Part-time faculty are more likely to play an effective role in helping to foster a climate of integrity on campus if they feel engaged and attached to the institution.
Kwong, T., Ng, H.-M., Mark, K.-P., & Wong, E.	2010	Campus-Wide Information Systems	China	Mixed	113 + 3 interview	Different perception between faculty members and students of plagiarism, collusion and their seriousness. Students misconduct is due to academic work, pressure for grades, and teachers' unclear instructions of academic integrity. Faculty members almost never report students' misconduct to the university and typically manage it by themselves.
Marcus, S., & Beck, S.	2011	Community & Junior College Libraries	US	Quantitative	21	No clear understanding of the institutional definition of plagiarism or academic integrity and improper application of College's guidelines. There is a need to develop a way to properly use and apply the Academic Integrity Policy in the institution.
Pickard, J.	2006	Assessment & Evaluation in Higher Education	UK	Mixed	53	Lack of understanding of plagiarism among students and professors and a wide range of values and attitudes about the issue. It also appeared that the provision of student support and the application of sanctions were inconsistent.
Pincus, H. S., & Schmelkin, L.P.	2003	The Journal of Higher Education	US	Quantitative	212	Despite the general agreement on what are perceived to be less serious offenses, some behaviors that are not c that serious by students are considered very serious by professors. Thus, inconsistent definition lead to inconsistent application of penalties.
Robinson-Zañartu, C., Peña, E. D., Cook-Morales, V., Peña, A. M., Afshani, R., & Nguyen, L.	2005	School Psychology Quarterly	US	Quantitative	270	Faculty members agreed about the severity of plagiarism however there is among them disagreement about the action and sanctions especially due to the different degree of gravity. This indicate the need to find consistent guidelines that recognize consequences that are appropriate to the degree of gravity of the infraction.

Roig, M.	2001	Ethics & Behaviour	US	Quantitative	152	Differences in how paraphrasing and plagiarism are defined even within the same discipline which need to be taken into consideration by the administrators in the university.
Sutherland-Smith, W.	2005	Journal of English for Academic Purposes	Australia	Mixed	11+10 interviews	Different perspectives of plagiarism can lead to differences in the implementation of university plagiarism policy. Collaborative, cross-disciplinary re-thinking of plagiarism is needed to reach workable solutions.
Yazici, A., Yazici, S., & Erdem, M. S.	2011	Educational Studies	Turkey	Quantitative	146	Slight differences between professors and students on the perception and attitude of cheating and its reasons. The prevalence of teaching and assessment types used in student grading is correlated with perceptions of out-of-class cheating, but not with out-of-class cheating behaviours. Students with less experience in out-of-class assessment display a less ethical attitude toward out-of-class cheating.

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2.4. Gaps identified

In this section, the main gaps identified in the literature are outlined in order to later define the research questions and scope of the empirical work of this thesis.

2.4.1. Fragmented vision of plagiarism

The published literature on plagiarism in general is extensive, since a large number of studies have been carried out in this topic. But most studies have focused mainly on students as protagonists of this phenomenon, posing questions such as identifying instances and types of plagiarism (Ashworth et al., 1997; Gullifer and Tyson, 2010; Pupovac et al., 2010), the factors that influence students' plagiarism (Bennet et al., 2011; Rettinger and Jordan, 2005; Risquez et al., 2011), and studies that contrast students' and professors' attitudes toward plagiarism (Kidwell et al., 2003; Yazici et al., 2011).

Taken together, these studies offer some insight into how faculty conceptualise student plagiarism, and into the measures implemented in order to detect and manage it within the university. However, we notice that although the academics' views of plagiarism have been investigated to a modest extent, most of the studies analysed, while implicitly acknowledging the importance of the function performed by professors, are confined to show what the professor does or does not do when faced with students' plagiarism, without attempting to pinpoint their overall important role. As we have seen previously, professors are a key stakeholder in students' plagiarism. However, studies highlighting the role of professors in this scenario and their responsibility in shaping and implementing policies inside the university has been hitherto lacking.

The challenge for universities is to deal with academic dishonesty by means of collaboration between administrators and professors, and this might entail rethinking the role of professors, their autonomy and their responsibility as well as encouraging them to become involved at the "administrative level" and preserving an ethical environment on

campus emphasizing the importance of their role. Indeed, we noticed few studies highlighting the way professors perceive plagiarism, the actions taken in order to prevent its occurrence, the methods or tools to spot it and the ongoing initiatives to manage plagiarism. As result of this gap, a first recommendation for the thesis would be to expand our knowledge about professors' views on plagiarism.

2.4.2. Quantitative methodology predominance

As mentioned in the literature review (section 2.2.), 19 of the empirical studies identified in the literature review were based on a quantitative methodology and 6 papers reported a mixed research methodology (quantitative and qualitative designs). In the research carried out, we found few studies using qualitative methodology ($n = 4$). A consequence of this focus on quantitative methodologies is the lack of richness in apprehending professors' points of view. Previous studies using quantitative methodologies with standardized or pre-determined responses have not made it possible to further enhance our understanding of professors' thoughts and beliefs about plagiarism and thus, research to date lacks insight into their personal experiences.

Therefore, a second recommendation for the study concerns the use of a qualitative methodology in order to gather in-depth data. This would bring more insight to the phenomenon of plagiarism, understanding professors' own thoughts, feelings, and experiences in their own words.

2.4.3. Limited cross-cultural comparisons

Another gap we identified in the literature was that, despite the wide interest in plagiarism, it seems that the large majority of studies are reported in English speaking countries, whereas in Europe few studies focused on the importance of the role of professors in dealing with plagiarism in higher education. Previous studies have been more concerned with linking very specific characteristics such as age, sex or type of

contract in the university (Simon et al., 2003), teaching disciplines (Flint et al., 2006; Borg, 2009) or level of commitment in the university (Hudd, 2009; Keith-Spiegel et al. 1998) with specific sets of professors' attitudes and perceptions.

However, there has been very little consideration about the influence of culture in the way professors' think and perceive the phenomenon of plagiarism, as the majority of studies have been carried out in very specific contexts, and hardly ever with an international comparative perspective, as have been outlined in section 2.2.3.4.

Accordingly, because cultural differences can account for variation in professors' reactions to phenomena such as plagiarism, there is a need to examine the influence of the cultural context on professors' beliefs and potential courses of action that they may take. Thus, a third recommendation is to extend the research to different cultural contexts and conduct a comparative study.

2.5. Research Questions

The literature review concluded by identifying a number of gaps, which suggest that we are faced with an under-researched area of enquiry. Therefore, taking into account the two first research gaps (fragmented view of the phenomenon and quantitative methodologies predominance) and the fact that the topic of research is still in its infancy suggest that a broad exploratory question should be posed in order to enhance our understanding of the phenomenon under study (Saunders and Lewis, 2012). To this effect, the project's **overarching research question** is presented:

What is the role that professors play in addressing university students' plagiarism?

In order to answer this general research question, a number of **more specific research questions** are posed as a guide to design and carry out the fieldwork of the study. These

questions are related to the thematic groupings that have been used to organise the enquiry of the literature, as it has been observed that none of them have been satisfactorily answered. The first of these questions enquires about the **perceptions** of professors, engaging the exploratory remit of the overarching question and simultaneously addressing the third gap, which has to do with the limited country comparisons available in a topic that by its very nature could be culturally embedded:

RQ 1. How do professors perceive what plagiarism is in different countries?

The next three specific questions focus on the **behaviours** of professors, and also follow the analytical scheme that was used for the literature review. They use Pàmies et al.'s (forthcoming) process perspective of university student's plagiarism, which recommends considering the problem of plagiarism as a succession of phases, none of which have been separately and sufficiently covered by the extant literature:

RQ 2. What role do professors play in preventing students' plagiarism?

RQ 3. What role do professors play in detecting students' plagiarism?

RQ 4. What role do professors play in managing students' plagiarism?

The breakdown of the overarching question into these more specific questions dealing with perceptions and behaviours of professors in relation to students' plagiarism, will allow for a detailed analysis of the topic.

2.6. References

Note: The references marked with an asterisk * are those included in the literature search outlined in section 2.2.

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CHAPTER 3

METHODS AND PROCEDURES

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Chapter 3. Methods and Procedures

3.1. Introduction

This chapter addresses the process of methodological decisions that helped identify the data collection and analysis procedures for the study. It presents the epistemological perspective adopted, the methodological approach used, the data collection, the research design and, finally, the data analysis process.

After having developed the research question, a number of decisions need to be made in order to clarify how data will be gathered and analysed, while providing justification for the design of the empirical work. The term ‘methodology’ refers to the overall approach taken in order to carry out the research project and indicate the particular tools the researcher selects and how the research will be conducted and controlled (Leedy and Ormrod, 2005). However, underpinning the methodology, is a philosophical stance which eventually leads to the election of the research design, the approach taken, the research strategy the particular data collection methods chosen and the means of analysis. Saunders et al. (2009) represent the research methodology in the form of an “*onion*”, in which several layers have to be “*peeled away*”. These layers are of the utmost importance in order to develop the research methodology for a particular research study, which need to be explained rather than just peeled and throw away. Therefore, this chapter will peel back each of the subsequent layers considering the implications of methodological choice, philosophies; approaches; strategies; choices; time horizons; techniques and procedures.

3.2. Research Philosophy

The term research philosophy is related to the researcher’s apprehension of knowledge and the nature of knowledge (Saunders et al., 2009). This entails that gaining understanding of the research philosophy is fundamental of any research approach since

it can help to understand the research design and choose the most suitable data collection method and context of research (Easterby-Smith et al., 2002).

The decisions made by the researcher are based on philosophical stances or theoretical perspectives normally referred to as "paradigms" (Blaikie, 2007, p. 12). The research paradigms are fundamental and determine the design of the research itself (Mills et al., 2006). According to Guba and Lincoln (1994, p. 107), "a paradigm may be viewed as a set of basic beliefs (or metaphysics) that deals with ultimates or first principles. It represents a worldview that defines, for its holder, the nature of "the world", the individual's place in it, and the range of possible relationships to that world and its parts, as, for example, cosmologies and theologies do. The beliefs are basic in the sense that they must be accepted simply on faith (however well argued); there is no way to establish their ultimate truthfulness." In the same lines, Denzin and Lincoln (2005, p. 22) stated that paradigms are the researcher's "*net that contains the researcher's epistemological, ontological, and methodological premises*".

Therefore, a paradigm, by definition, is an overall set of beliefs and assumptions that have immense implications for how research is performed, what one should study, how it should be studied and how the results should be interpreted, among other things (Kuhn, 1970). The choice between one paradigm or another is what leads researchers to determine the nature of reality (ontological question), the relation that they want to establish with the object of study (epistemological question), and the approach used to start the research according to the product they wish to obtain (methodological question). Thus, the research philosophy adopted by the researcher provides important assumptions about the way of seeing the world (Guba and Lincoln, 1990).

Researchers need to understand and determine the ontological and epistemological orientation within the research paradigm, as it allows them to support the entire course of the researcher's project (Hussey and Hussey, 1997). In terms of epistemology, the two fundamentally different schools of thought are positivism and constructivism, which are presented as extreme ends of a continuum (Easterby-Smith et al., 2002) and described now, along with the implications of each for the consequent methodological designs.

3.2.1. Positivism

Positivism is a traditional approach that derived from the study of natural sciences. It presumes that reality can be measured by an independent observer who contemplates the individual facts about a single intelligible reality composed of discrete elements whose nature can be known and categorized (Perry et al., 1999; Saunders et al., 2009). The positivist paradigm emphasizes that there is a reality that exists "*outside of us*", driven by natural laws, immutable mechanisms (Guba, 1990) and rules that can justify and predict behaviour (Saunders et al., 2009). Therefore, the work of science, according to this paradigm, is to discover the true nature of reality and the proper functioning of things, assigning an objective meaning to it (Saunders et al., 2009), establishing relations of causality between the relations of social phenomena (Lyotard, 1979). Positivism gives the social sciences an organized method to apply the deductive logic. Thus, it sees social sciences real such as physical objects and natural events (Saunders et al., 2009).

Saunders et al. (2009) explain positivism as the epistemological position that works with measurable and observable facts with the emphasis on highly structured methodology to promote replication. Accordingly, researchers seek to generalize knowledge with the help of statistical analysis in order to achieve a significant degree of certainty and improve accuracy (Carson et al., 2001; Hanson and Grimmer, 2007; Sobh and Perry, 2006). Gill and Johnson (2002) support the view that physical-law-like generalizations are the end product similar to those produced by the physical and natural scientists. Thus, positivism in social science is considered as an organized method that combines deductive logic with empirical observation of individual behaviour, with the aim of discovering a set of causal laws of probabilities that can be used to predict a general model of human activity (Neuman, 1997).

The corresponding primary data collection techniques include mainly experiments and survey, which are objective, rational and verifiable, commensurate with a deductive approach. The collection of the data and its analysis take place in a structured manner in order to keep the research *free* from the *values, thus with the researcher remaining an*

impartial observer of the phenomena (Perry et al., 1999) or “*distanced observer*” (Crotty, 1998).

3.2.2. Constructivism

The second paradigm analysed, constructivism, is placed at the other extreme end of the continuum. This paradigm, as opposed to positivism, stems from the view that reality is of relatively little importance and is not objective, but rather is subjective and constructed by people (Easterby-Smith et al., 2002). People are conscious actors and their reality is so powerful an influence on their behaviour that cannot therefore be compared with the understanding of each other (Sobh and Perry, 2006). Some authors distinguish between constructivism and social constructivism, with constructivism focusing on the creation of meanings and the construction of the social and psychological worlds through individual cognitive processes, and social constructionism considering that the social and psychological worlds are constructed through social interaction (Young and Collin, 2004). The two recognize Kant as their intellectual precursor (Ewing, 1996), but it is beyond the purposes of this discussion to further separate the two. For the purposes of this thesis, it is important to note that social constructivism has gained a substantial presence in social science as it considers that phenomena are constantly developing through *social* and *interpersonal influences* (Gergen, 1985). According to some authors (Berger and Luckman, 1966; Gasper, 1999; Gergen, 1985, 1999), the theoretical approach adopted by the social constructionist paradigm is based on the principle that the knowledge of the real world is built on the basis of processes of social interaction and the mobilization and negotiation of persuasive resources and social groups.

Guba and Lincoln (1994) affirm that the relationship between the researcher and the object of study is based on a subjectivist position, where there is an interaction between the researcher and the researched. Unlike positivism, constructionism is opting for an inductive approach in which theory is not the departure point but the end result (Gill and Johnson, 2002). The research findings based on constructionism are the product of the construction carried out by both the researcher and the researched. Since the reality is

constructed by humans, the way to access it is the subjective interaction between the actors of the phenomenon, where the researcher is not an alien individual, but is a member with the same importance as the rest of the participants. Along the same line is Burr (1995), who states the key assumptions of social constructionism: First, social constructionism takes *a critical stance toward taken-for-granted knowledge*. This means that the knowledge is built through human experiences and therefore the world is not objective. Second, social constructionism highlights the importance of the historical and cultural context in the understanding of the world since it can change according to the context and times. Third, social processes sustain *knowledge*. This means that people's creation of knowledge is the product of daily social interactive processes. What we consider as true is not a product of objective reality, but of social interactions and negotiation among people, thereby generating culturally accepted opinions. Finally, social constructionism considers that *knowledge and social action go together*. This means that the prevalence of some understanding of reality and phenomenon does have an effect on people actions as a society.

In comparison with positivism, inductive approaches and qualitative methods are often used to investigate problems defined by constructivism. Correspondingly, they commonly adopt qualitative methods of data collection such as individual and focus group interviews, diaries, etc. (Easterby-Smith et al., 2002).

Having described these two main epistemological approaches, the next section addresses the question of which epistemological position is more suitable and finally adopted in the present study.

3.2.3. Selection of epistemological approach

Social constructionism is identified as the most adequate epistemological position for this thesis due to a number of reasons: First and foremost, this study requires interaction within the context to identify and explore the different views and perceptions of professors and interpret them. Perceptions yield mental models or illustrations that

explain internal representations and thoughts about external realities (Klimoski and Mohammed, 1994). Human being thinking is based on ideas and perception of cultural and social experiences, which can be understood by their mind. These models are then used to explain phenomena in the real world, in our case to explain the phenomenon of plagiarism in different cultural contexts.

Secondly, according to social constructionist understanding (Gergen, 1985, 2012), the way in which participants understand the world is a product of culture and history, context and relationships. Social relationships in which the person relates, therefore, depend on the particular prevailing culture (here culture being used as a more general concept, not only linked to national culture, but also professional relations, body of discipline, etc.) at a given time and not on the objective observation of the world (Gubrium, and Koro-Ljungberg, 2005; Warren, 2002). The researchers took into account that participants, when participating in the interview, are already socialized in the context of cultural relationships as professors to create particular meanings (Ellis and Berger, 2003). The data that will be collected represent, therefore, the professors' interpretations of their experiences, reflecting their understandings of plagiarism according to the social and cultural context in which they find themselves.

Further, the study requires an appropriate awareness of the context of plagiarism, and to acquire knowledge by the use of perceptions and rationalism. Thus, the researcher may not place herself in an independent stance from the phenomenon under consideration as in the case of positivism. Furthermore, the study requires in depth analysis with the aim to collect detailed information about the research field. Because of that, a small sample chosen specially for the research is required, which is facilitated by the social constructionism stance. In accordance with the aforementioned considerations, it can be argued that a social constructivist stance is preferred over a positivist one for this thesis. The following section analyses the subsequent methodological decisions adopted in the thesis.

3.3. Methodological choices

Having deemed a social constructivist paradigm as the most appropriate epistemological approach to study the phenomenon of the role of professors in dealing with university students plagiarism, this section describes the methodological choices that stem from this positioning.

3.3.1. Qualitative approach

The use of a qualitative or quantitative approach, or the combination of both, depends on the purpose of the research to be undertaken (Denzin and Lincoln, 2005). For the characteristics of the questions posed and the epistemological stance taken towards them, the methodological perspective followed in this study is a qualitative interpretative one. According to Wiersma (2000), the characteristics of qualitative research are as follows:

- Qualitative phenomena must be considered in an integral manner, since they are complex and cannot be reduced to a few factors or divided into independent parts.
- The researcher operates as much as possible in a natural environment due to the concern regarding the importance of context
- As far as possible, the researcher should maintain a form of openness to the phenomenon observed, the data collected, etc., and take appropriate precautions to avoid losing important and irreplaceable data. The result is a design flexibility and even the possibility of an evolving design as the investigation proceeds.
- It is the perception of those who are being studied what matters most in the research project, and, as far as possible, these perceptions must be collected in order to obtain a precise "*measure*" of the reality. The meaning is perceived or experienced by those who are being studied, and not imposed by the researcher.
- An a priori assumption, hypothesis and conclusions, should be avoided in favour of sound conclusions. The assumptions and conclusions are subjective and change as the research progresses.

Namely, the aim is to understand the experiences, the factors that affect some phenomenon, considering that the reality is built by the social interaction between individuals, as is the case in the topic studied in this thesis. Thus, the main focus is to understand the meanings that individuals construct, that is, how they make sense of their world through the experiences they live. It is also presumed that this meaning is mediated through the perceptions of the researcher (Yilmaz, 2013). Furthermore, the research strategy followed by this perspective is mainly inductive, so that the study product is richly descriptive (Guest et al. 2013). A feature of qualitative research is that the researcher is the main instrument in obtaining and analysing data (Merriam, 2002).

Indeed, the methodology of this study involves the examination of the perceptions of professors about students' plagiarism as well as their definitions of plagiarism. A qualitative approach was thus deemed appropriate because, as Rossman and Rallis (1998, p. 29) have noted, "there are few truths that constitute universal knowledge; rather, there are multiple perspectives about the world". This perspective allows us to inquire about the specific character of human reality, represented through their perceptions, feelings and relevant and significant actions of professors as protagonists of the social actions analysed. Likewise, it allows interpreting aspects of plagiarism in the institutional and cultural context in which they are developed, as a fundamental scenario to understand the object of study within a specific socio-cultural reality.

It is important to note that the choice of a qualitative approach in order to tackle the theme of professors' role in dealing with plagiarism is not only considered as an appropriate option for the type of questions posed, but also it represents a departure of what has been common to date in related studies. Despite the timid increase of research in professors' perception of student's plagiarism, most studies so far generally employ quantitative approaches to describing or explaining the phenomena, in particular with the use of survey methodology. By contrast, little has been done to analyse in depth the perception of professors about student's plagiarism. Thus, this study, will attempt to respond to our research question from a qualitative instead of quantitative point of view. Qualitative research is particularly useful as it allows researchers to understand the world as subjects

experience it (Austin and Sutton, 2014) and thus develop a deep insight on how individuals perceive their social reality (Krathwohl, 1993) focusing on learning about people's meaningful personal experiences. As we were mainly interested in exploring professors' perceptions, qualitative methods were appropriate for this study.

3.3.2. Research Strategy: grounded theory

It is possible to distinguish various forms of investigation in qualitative research. These have been referred to as research strategies (Denzin and Lincoln, 1994), orientations (Tesch, 1990), theoretical traditions (Patton, 1990), genres (Wolcott, 1992) or main traditions (Jacob, 1988; Lancy, 1993). These different forms underline the vast variety of qualitative research, as well as the lack of consensus in defining one main typology. Among these, such as phenomenology, ethnography, case studies, etc. (Creswell, 1998), it was deemed that grounded theory would be the most suitable strategy to proceed, given the exploratory and inductive nature of the study as highlighted above.

Grounded theory is a specific methodology in which the final result of the research is the generation of theory from the data. It emphasizes rich descriptions of the behaviours or perceptions being examined, grounding them in their specific context. Grounded theory was generated by Glaser and Strauss (1967) and later further developed by Strauss and Corbin (1990). Glaser and Strauss engendered the grounded theory in 1967 as a positioning and method of research related to symbolic interactionism, with the aim of generating theoretical constructions or conceptualizations that explain a phenomenon within a specific context (Charmaz and Belgrave, 2007).

For the purposes of this thesis, the choice of grounded theory is mainly in terms of facilitating the methodological procedures for the qualitative researcher (thus, more in the practical terms of Strauss and Corbin, 1990) rather than a fully-fledged symbolic interactionist epistemological exercise with very specific tenets to be followed (such as a *tabula rasa* perspective to approaching the data, with as little theory as possible) as originally proposed by Glaser and Strauss (1967).

Among this set of grounded theory techniques for both data collection and analysis that are relevant to this study are: First of all, data collection and analysis are carried out simultaneously; secondly, data are able to determine the research processes/ products with not many preconceived theoretical frameworks; thirdly, the analytical processes generate discoveries and theoretical development rather than the validation of already known theories; and fourthly, sampling is based on what emerges from the data, the so-called theoretical sampling that serves to refine, elaborate and complete the categories (Charmaz, 2000). Grounded theory is considered not just a method or methodology but a way to generate a theory (concepts and propositions) from an inductive process that explains the reality of a phenomenon from a set of data (collection, analysis and emerging theory). Its main characteristic consists in building concepts from data (Charmaz, 2014). Namely, according to Woods (1992), the theory emerges from indicators that are identified when performing the data analysis. In this process, the researcher begins with the study allowing the theory to emerge from the data. It is probable that a theory derived from the data resembles reality better than a theory derived from assembling a series of concepts based on experience or only on speculation (Strauss and Corbin, 1990).

Grounded theory also provides cues as to the size of the sample to be apprehended: According to Glasser and Strauss (1967), the iteration of data collection continues until it reaches "saturation", that is, until the new sources repeat what has been previously learned and new theories are no longer generated or data added to existing ones. In sum, in grounded theory, data is generated through human interaction and the analysis is focused on revealing the underlying processes in this interaction that is called the basic social-psychological process (Charmaz and Belgrave, 2007), thus this research strategy was the most adequate in this research.

3.3.3. Data collection: interviews

In qualitative studies, data collection is carried out in order to capture real-life experiences (Patton, 1990), face to face with people and, as much as possible, in places where events

of interest occur. There are a variety of methods of data collection in qualitative research such as observations, interviews, focus group and textual or visual analysis (Gill et al., 2008). For the purposes of this study, interviews have been selected as the most appropriate data collection method.

The interview is a crucially important and the most common method used in qualitative research for data-gathering (DiCicco-Bloom and Crabtree, 2006). According to Gill et al. (2008), interviews are used to determine participants' perceptions about their situation, its meaning, what is or might be significant about it to them or to others and how it came to be what it is. An interview is a type of conversation in which questions are formulated and answers are obtained and that, unlike an everyday conversation, aims at obtaining information (Wengraf, 2001) and lead to a deeper understanding of people and situations (Savin-Baden, and Major, 2013). Thus, the interview allows to seek in-depth information about how people understand the world in which they live and to "find out from people those things we cannot directly observe" (Patton, 2002).

The main advantage of interview that it is a very open data collection method and it allows an extremely rich connection and communication between the interviewee and the interviewer. Through this method, it is possible to analyze both what is being said and how it is said, allowing to precisely describe the positioning of the interviewee before the issues raised. Furthermore, the interview is a form of communication easily accessible with which many people are familiar (DiCicco-Bloom and Crabtree, 2006). An interview represents a space for interaction and participatory communication between two people in one or different topics of interest with a purpose (Tracy, 2012). The interview is not a mere instrument to gather information, but a process of construction of the reality to which both the interviewer and the interviewee contribute.

An interview may be structured, unstructured, semi-structured or unstructured/informal, as well as in an individual or group format (Gill, et al., 2008). In this study, semi-structured individual interviews were utilized to obtain information on the professors' point of view and perceptions according to their respective cultural contexts, given the research questions raised in this study. Semi-structured interviews consist of several key questions which are previously defined in an interview script but their sequence, as well

as their formulation, may vary depending on each subject interviewed. The questions define the areas of research, but allow the interviewer or interviewee the freedom to deepen some idea that may be relevant, asking new questions in more detail (Rubin and Rubin, 2011).

Semi-structured interviews were chosen since provided the opportunity to generate rich data allowing us to connect professors' opinions in their specific context. Thereby, this approach enabled us to gain insight into their perceptions and value. Furthermore, plagiarism is a sensitive topic that can lead to social desirability bias, which is the tendency of research participants to describe themselves and project to the outside world in a favourable and acceptable way in order to obtain the approval of others (Fisher, 1993). Therefore, interviews have been considered more suitable than other qualitative methodologies such as focus groups, which may have hindered participants to respond frankly and express overtly their feelings and insights in front of others. This approach (semi-structured interviews) substantially reduced the effects that social desirability bias can produce on participants' responses (Dai et al., 2011).

3.4. Research design

According to the principles of grounded theory, where data gathering and analysing is an iterative process, as well as one that is constantly refined as the research progresses in order to take into account the provisional discoveries that are being made, the research project was developed over 19 months. It started with the development of a pre-established interview schedule, which was refined and modified as the importance of various factors, such as cultural differences, was understood. The iterative process was also applicable in terms of sampling, as we decided to include more countries than initially planned. The fieldwork began in April 2017. The first wave of data collection helped the researcher to refine the interview guideline and develop the data collection sheet.

3.4.1. Sample

Sampling is a set of decisions about where to obtain access to relevant data sources that has far-reaching implication on the quality of the research (Coyne, 1997). Unlike random sampling, which is associated with quantitative research, in qualitative research, sampling is typically purposive (Patton, 2002). The aim is not to seek a representative, randomly selected sample of the population object of the study but rather a sample of information-rich cases (Patton, 1990) that involves identifying and selecting individuals for their capacity to provide knowledge and information on the phenomenon of interest and thus provide light into the questions under study.

The population of this study was composed of university professors, who were selected from each of 4 different Universities in Europe, one in South Africa and one in India. The European sample was made up of 21 respondents from a Spanish university, 10 from an Italian university, 11 from a Swedish University (including a member of the disciplinary board), and 17 professors from an Irish university. In South Africa, 11 professors and 1 member of the disciplinary board (who also was a professor) were interviewed. In India, the total number of professors interviewed was 11.

<i>Country</i>	<i>Spain</i>	<i>Italy</i>	<i>Ireland</i>	<i>Sweden</i>	<i>South Africa</i>	<i>India</i>	<i>Tot</i>
<i>Profile elements</i>							
<i>Number of participants</i>	21	10	17	11	11	11	81
<i>Female</i>	57%	50%	58%	70%	40%	55%	55%
<i>Male</i>	42%	50%	42%	30%	60%	45%	45%
<i>Average number of years of teaching</i>	11	12	13	12	10	8	11
<i>Average age</i>	44	42	44	43	41	37	42

Table 3.1. Demographic characteristics of the participants. Source: Own elaboration.

As part of the purposive sampling, we decided to choose participants who were from the faculty of economics and business in order to avoid that the differences observed were due to other factors that the literature has identified, such as the discipline and the field

of knowledge of the professor instead of the national culture or personal differences. Assistant professors, lecturers, senior lecturers, associate professors and full professors teaching undergraduate, master and PhD students were included. Since our aim was to ensure that different viewpoints and perceptions could be represented in the participant pool, we were careful to select a diverse cross section of professors with regards to age, gender, and years of teaching experience. Conversely, the racial diversification of the sample in Europe was not feasible within the organization due to the fact the present study took place in Universities where the great majority of the professors were Caucasian. Table 3.1. shows a summary of the informants in each country and their main characteristics.

3.4.2. Country selection

As national culture became a key differentiator of the studied realities, the number of countries being considered was increased from 3 as originally planned to 6 in order to have more variability in terms of national culture. Since this was a crucial choice for the purposes of this study, the different countries were selected by imposing a set of criteria that could provide us with a significant degree of diversity. This section deals thus with the considerations made in order to choose the specific countries that could be information-rich for the specific topic of professors' perceptions of student plagiarism.

One of the most well-known conceptualizations of culture and cultural differences is that of Hofstede (1990), whose model has been applied to different organizational and educational contexts. In the 60s and 70s Hofstede analysed data collected from about 100,000 individuals from more than 40 different countries. The results of his study allowed him to develop a cultural model that groups together a series of values in four main dimensions: power distance (PD), masculinity (MAS), individualism (INV), and uncertainty avoidance (UA). In the following years, two other dimensions were added, namely long-term orientation (LTO) and indulgence (IND) (Bond and Hofstede, 1989, Minkov and Hofstede, 2012).

Hofstede (1980, 1990, 2011) shows how power distance, uncertainty avoidance, masculinity, individualism, long-term orientation and indulgence help explain the beliefs and values shared among the members of a community. Furthermore, the literature indicates that these dimensions (and particularly the first four) could have a relationship not only with the greater predisposition towards certain ethical behaviours but also with the need to interpose clear rules among their members (Alas, 2006; Smith & Hume, 2005; Vitell, et al., 1993). For example, a study carried out by Alas (2006) indicated that the lowest scores with respect to some cultural practices are connected with a greater need for clear ethical rules and values. However, the highest scores for these scales are related to a lower need for ethics. Thus, being plagiarism a decision process and an unethical practice (Martin et al, 2009), the perception about its seriousness and the way to deal with it, and to proceed can also have cultural connotations (McCuen, 2008).

Power distance (PDI)

Power distance (PDI) is related to the basic problem of inequality (Hofstede, 2001). This dimension indicates to what extent the less powerful members of a society, accept, expect or not, the existence of differences in the power level (Hofstede, et al., 2005). In countries with lower level of PDI, employees have less objections when contradicting their boss, since between subordinate and boss there is little emotional dependence. In addition, employees prefer that their managers consult with them before making a decision. On the other hand, in countries with a high level of PDI, subordinates have a high degree of emotional dependence on their boss, but this time they either "prefer" it (an autocratic or paternalistic boss) or reject it completely. In countries with a high level of power distance, superiors often act autocratically without consulting subordinates. According to the literature countries with low level of power distance expect, obedience and loyalty from subordinates (Smith and Hume, 2005). However, countries with high level PDI would be more in agreement with the option of questionable behavior. In cultures with higher levels of power distance, few people have access to resources, skills and abilities and therefore increase the likelihood of their members to be involved in corruption and less acceptance for the rules (Alas, 2006).

Individualism (INV)

Individualism defines the level at which individuals are integrated into society and correspond to the feeling of belonging to the group. Thus, the individualism measures the degree to which a society values personal goals, over group loyalty norms and collective activities, (Hofstede, 1980; 2001). Individualism is opposed to collectivism. In Collectivist societies (or in societies with low level of individualism) the interests of the group predominate over the individual interests of each one, and is characterized by close ties between individuals. On the contrary, in individualistic societies (High level of individualism) the individual interest prevails over the collective, thus personal interests are more important than group interests (Hofstede, 1980). This imply that people in countries with higher level of individualism are more competitive and have a stronger need for achievement. According to Hofstede (1980, 2011) culture with high level of individualism, have "strong moral connotations whereas in collectivist cultures, individuals try to do what is best for the group and thus tend to act in a more unethical way and essential values are not emphasized. However, in more individualistic societies, organizations/institutions assume a broad responsibility for their employees and try to inculcate moral values (Smith and Hume, 2005)

Masculinity (MAS)

This dimension represents the level to which values such as assertiveness, performance, success and competition, (associated with the male role), prevail over other values such as quality of life, personal relationships and solidarity (associated with the female role). Thus, according to Hofstede (1985) a Masculine society (High level of masculinity) gives greater emphasis to wealth, success, ambition, material things and achievements On the contrary a more "feminine" society (Lower masculinity) gives greater value to people, to help others, to preserve the environment and equality. High levels of masculinity can significantly contribute to participation in unethical behaviour. Sweden, for example, is classified by Hofstede as a female culture, while Spain as masculine cultures. This characterization implies that, in comparison with Spain, Sweden defines more social roles that overlap for both men and women, and that neither men nor women should be ambitious or competitive. Therefore, decision makers in some cultures (High male) may not even perceive certain ethical problems (Vitell, et al., 1993).

Uncertainty avoidance (UA)

Uncertainty Avoidance represent the measure in which members of a culture feel threatened by the unknown, uncertain or uncomfortable situations (Hofstede, 1980; 2001). Countries with a High level of UA, try to reduce risk and to create systems and mechanisms to deal with ambiguity (Hofstede, 2005). On the other hand, they tend to form organizational activities and emphasize the use of rules and regulations to make sure that people know what to do. On the contrary, in societies with low level of UA, organizational activities are less structured and are aimed at encouraging people to take risks. Those societies will need rules and formalities to structure life and coexistence due to the fact that they show aversion to change: in this sense in order to achieve the observance of good practices it is necessary to create standard regulation.

A study carried out by Husted (1999) demonstrated the association between corruption (which is a form of dishonesty) and culture. This author found that when Uncertainty Avoidance increases, corruption also increases and ethical behaviour and honesty decreased. Consequently, the dishonesty is directly associated with Uncertainty Avoidance (Bernardi, 2006). In the same vein, Ringov and Zollo (2007) highlighted how low levels of uncertainty avoidance are related to the propensity to guide the members of this society towards responsible and ethical attitudes

Long term orientation (LTO)

This dimension represents the degree to which the members of a society accept to postpone the gratification of their emotional, material and social needs, thus whether they are more focused in the present or in the future. According to Hofstede (1991), long-term oriented societies foster pragmatic virtues and are focused on future rewards, particularly on savings, being persistent, building strong positions, and adapting their members to changing circumstances. Societies with a short-term orientation (low score in LTO) are centred towards virtues related to the past and the present, such as national pride, respect for tradition and compliance with society. Longer-term oriented societies expect long-term rewards for efforts made, and value relationships more. Cultures with a long-term orientation prefer to invest and save, while those with a short-term orientation are more prone to consume and spend. Gunkel et al. (2016) claimed that that long-term oriented

cultures opt for conflict management styles that satisfy all parties involved. These authors considered that when LTO increases people are more committed and prone to respect and accommodate rules, therefore guaranteeing long-term solutions that have a positive impact on maintaining long-lasting relationships. For this reason, long-term oriented individuals prefer to choose tactics and rules consistent with their cultural values and avoid conflict, whereas in short-term oriented cultures, relationships and rules are seen as important only if you can get some benefit from them.

Indulgence (IND)

This dimension measures how people within each society try to control their desires and actions, according to the way in which they were educated. According to Hofstede (2011) and Hofstede et al., (2005), individuals from indulgent cultures tend to satisfy the immediate needs and personal desires of their members, and are characterized by the free expression of opinions and by a high protection of human rights (Minkov and Hofstede, 2012), and for integrity issues. Indulgence, according to Bond and Hofstede (1989), comprises some aspects not included in the other 5 dimensions, but linked to the literature specialized in happiness. Indulgent societies tend to enjoy life. They have an optimistic attitude, they give greater importance to free time and comfort, as well as to the quality of the environment and the rules.

After revising these dimensions, the researcher opted for the selection of the following six countries because they have significantly different scores in the six cultural dimensions listed above (see Table 3.2.).

	Ireland	Italy	Spain	Sweden	South Africa	India
Power Distance	28	48	57	31	49	77
Individualism	70	76	51	71	65	48
Masculinity	68	70	86	5	63	56
Uncertainty Avoidance	35	75	48	29	49	40
Long term Orientation	24	61	48	53	34	51
Indulgence	65	30	44	78	63	26

Table 3.2. Hofstede cultural dimensions for the six countries selected, based on Hofstede (2001), Hofstede et al., (2005) and Minkov and Hofstede (2012)

Specifically, Spain and India have very high scores (over 50%) in the dimensions of power distance and masculinity. On the contrary, Spain and India are the countries with the lowest percentage in individualism (the other countries score more than 65% in this dimension). On the other hand, Sweden and Ireland have very low scores in power distance and uncertainty avoidance (less than 35%), while Sweden scores a mere 5% in the masculinity dimension. Thus, Sweden was selected for being one of the countries in Europe with the lowest level in uncertainty avoidance and masculinity and highest level of indulgence (78%). In the context of the study of plagiarism, this could entail a greater engagement with the implementation of rules and values.

Ireland and Italy are countries whose Hofstede dimensions lie somewhere between Sweden and Spain. Ireland is similar to Sweden in uncertainty avoidance and power distance and indulgence, but scores higher than Sweden on masculinity, and lower in long term orientation, which may mean that, despite having an interest in themes of ethics and sustainability, it may not have sufficient capacity to sustainably address these issues. Italy is a country whose uncertainty avoidance and power distance are similar to those of Spain, but which has high levels of individualism and long-term orientation, and may consequently have a greater ethical conscience than Spain.

South Africa is also similar to Italy but with lower level in uncertainty avoidance and long-term orientation and could also entail a greater engagement with the implementation

of rules. However, it is important to highlight that political changes registered after the *apartheid* abolition may have led to a cultural change (McFarlin et al., 1999). The predominance of whites over blacks has now shifted and the reversions of these post-apartheid relations may have led significant modifications in the Hofstede's dimensions (studied in the 1960s). The significant range from Spain and India, through the intermediary levels of Ireland, Italy and South Africa, to Sweden that we find across each of Hofstede's cultural dimensions, will hopefully allow us to understand differences in how professors' perceptions are subject to cultural differences.

3.4.3. Interviewing procedures

As stated above, in order to examine the perceptions of professors, we made use of semi-structured interviews as the prime data-gathering instrument. Through direct interaction, the researcher gained a depth of response. By examining the perceptions of professors about students' plagiarism, it is possible to explore also the importance that these professors assign to this issue, in their own voices. The interviews were carried out in the places chosen by the informants, mainly in university grounds and usually in their own offices. The interviews had a typical duration of 60 to 90 minutes each.

In conducting the interviews, we took into account some important ethical concerns such as anonymity, confidentiality and informed consent. In order to guarantee their confidentiality, each participant was assigned a pseudonym due to the fact that naming some individual might reveal their identities and compromise the anonymity of interviewees. Respect for participants' anonymity and confidentiality is among the key principles of qualitative research (Guillemin and Gillam, 2004). The two concepts are associated, as all personally identifiable information may not be disclosed without the written consent (Wiles et al., 2008) during the research process.

Furthermore, we explained to participants the purpose, nature and implications of the study. Prior to the interview, all participants completed a short questionnaire comprised of questions to complete in written form focusing on personal information such as age

group or gender, and professional background such as years of teaching experience, type of contract and dedication to the university, collaboration with foreign university, faculty of teaching and general area of expertise.

All interviews were recorded with the consent of the participants. The interviewer followed the established guidelines and took few notes, only about the most outstanding and relevant points. When throughout the course of the interview, some of the answers discovered an aspect or topic that the interviewer considered relevant or important, then new questions were added about that topic (or some of the following questions were modified) thus deepening in that aspect initially not included in the script.

Once each interview was completed, on the same day of the interview or within a few days, the script used and the recording was stored in a computer folder dedicated to the thesis. In the same way, the manuscript notes of the interviews were digitized and saved in the same folder. Furthermore, all the interviews were transcribed allowing the researcher to review each one of them, identifying different nuances. The transcripts of the interviews were stored in the same folder of the script and the recordings.

3.4.4. Interview guide

As qualitative approach requires, the questions were elaborated in order to gather rich and nuanced information.

Firstly, we focused on asking closed questions related to the demographic characteristics of the participants such as age, type of contract and years worked in the university. Secondly, the researcher introduced a series of questions aimed at understanding the professor's opinion about integrity and ethics in the university and their role in this issue. These questions were aimed at framing the conversation with the professors, to gather how much importance they were giving to the topic in general and how sensitized they were towards the topic of plagiarism. Finally, we started with a scheme in which the big thematic blocks that have been exposed in the research question section were addressed.

Namely, the questions were related with professor's perceptions of plagiarism and their role in its prevention, detection and management. The interview guide was refined as initial data gathering went on, and it was translated into Catalan, Spanish and English. It can be found in Annex 1.

3.5. Data analysis

In order to analyse the great amount of data collected, the software NVivo11 was used. After the interviews were transcribed, they were included in the qualitative analysis software. The use of this tool provides greater credibility to the results obtained, by doing a finer analysis with extensive data. The software is based on the logic of the grounded theory and allows a great variety of research designs (both from inductive approaches, to deductive approaches). Through the software, we could establish *nodes*, which are categories of analysis or recipients corresponding to people, and collect all the information encoded in them. This allows us to categorize information about the documents incorporated into it. Thus, once we included the participants' interviews into the NVivo11, we could categorize this information. NVivo11 allowed us to classify and relate data and information, which would be much more complex without such application. In addition, we found possibilities that would be very difficult with a manual categorization, for example, the fact of being able to code the same phrase, or specific information, with different categories.

The grounded theory was used as an analytical approach with the aim to generate categories from the data and provided a systematic way to analyse data collected in a natural way, and which was useful to answer the research question with methodological rigour (Marshall, 1996). In accordance with this method (Strauss and Corbin, 1990), and using an interpretative approach as epistemological stance (Charmaz, and Belgrave, 2007) an inductive position is proposed as an analysis technique, which serves to create and draw out scientific information through the combination of theory and data (Glasser and Strauss, 1967).

After the initial categorization and cleaning codes used in order to arrange the informants' responses about the various thematic aspects they were asked about (plagiarism perception, prevention, detection and management), the inductive analysis was done simultaneously with the data collection, as indicated by the qualitative research canons. The analysis was focused in an open coding, axial coding and selective coding:

- The *open coding* of the text was carried out in order to bare concepts, ideas and meanings and thus detect and built categories (Strauss and Corbin, 1990).
- The *axial coding* was used with the aim to find relations in existing categories and subcategories obtained in the open coding. This relationship is determined by the properties and dimensions of the categories and subcategories which we want to relate, taking into account that a category represents a significant phenomenon, issue, or event for the interviewees (Strauss and Corbin, 1990).
- Finally, *selective coding*, which represents an extension of the latter, but with a higher level of abstraction, with the intention to obtain a central category that expresses the research phenomenon and integrates the categories and subcategories of open and axial coding with the aim to validate and saturate categories (Strauss and Corbin, 1990), was **not** carried out given the exploratory purposes of this research project.

Despite the fact that interpretation have been constant from the collection transcription and codification of data, the researcher proceeded to interpret according to the suggestion of the literature (Dey, 2003; Patton, 1990; Spiggle, 1994; Wolcott, 1992). Thus, the researcher constantly related data with codes and theory.

3.6. Rigour

Different elements have contributed to ensure the rigour and, truthfulness throughout this study: from obtaining of the data to the elaboration of the final results and conclusions (Miles et al., 2014). The aspects of trustworthiness commonly used to evaluate the scientific quality of a qualitative study and therefore its rigour are: truth value, neutrality, confirmability and applicability/transferability (Guba, 1981; Guba and Lincoln, 1994.; Malterud, 2001).

To capture what was known and true for the informants in the contexts (universities) and cultural environment (country) in which they worked, the researcher listened actively professors, and established an empathic relationship with them, ensuring at the same time neutrality. To ensure the qualitative validity of the study, caution was taken in all aspects and procedures that were carried out during the investigation. First in the interviews, professors were asked to express themselves openly without forcing them to reveal any information that they were not comfortable with. The methodology of the repetition of some of the answers expressed by the participants was applied during the interview (Corbin and Strauss, 1990; Polkinghorne, 2005). This helped to confirm professors' correct understanding in a continuous "feedback", sometimes requesting greater precision, engaging in a dialogue with them and seeking their final positioning without interfering with personal opinions (Zhang and Wildemuth, 2009). Sometimes, this confirmation was aimed to seek a different opinion from their own, provoking reactions that confirmed previously expressed answers.

This research sought to understand the experience of each professor responding to the cultural context in which they are part. The researcher believe that the results provided in this research may help to shape the perception of plagiarism in similar cultural contexts. The aim is not to consider our results ultimate and unchangeable over time, but to encourage reflection and debate in several university contexts to adapt their applicability. The confirmability of the data obtained has been carried out through the conscious detachment of the researcher, which provided neutrality.

3.7. References

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CHAPTER 4

FINDINGS

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Chapter 4. Findings

4.1. Introduction

This chapter presents the findings of the research and is divided in sections with diverse formats due to the different stages that each part is at within the publication process: The next section (4.2.) brings together the data collected from the first exploratory questions asked to professors at the beginning of the interviews in order to gather their overall perceptions about ethics in business education as a way of later focusing on the specific topic of student plagiarism. As we stated in the methodology chapter, the first open interview questions were focused on framing the research topic, asking professors how much importance they were attributing to the topic of integrity and ethics in business schools as well as the role they were playing in general and how sensitized they were towards these issues. These warm-up questions, although originally envisaged only to focus the attention of the respondents, shed interesting results in the broader topic of ethics in higher education, particularly in terms of the differences between professors from each country in the first round of data collection (Ireland, Sweden, Spain and Italy). This allowed us to emphasise from early on the comparative cross-cultural objective of the thesis. These results were published in an article entitled “*Business school professors’ perception of ethics in education in Europe*” in the journal *Sustainability*, indexed in the Journal Citation Reports (JCR, Q2). The article is reproduced here in full.

The following section (4.3.) of this findings chapter presents the results obtained from the analysis of the data of the six countries answering the first research question (RQ1), which aimed to explore how professors perceive *what* plagiarism is in different cultural contexts that have not been previously studied. In this case, the results are also presented in article format (“*Professors’ perceptions about students’ plagiarism: the same concept in different countries?*”), as the material has been submitted to a JCR journal and is currently under review.

Finally, the fourth section of this chapter (4.4.) reports on the results related to the three research questions about prevention, detection and management of plagiarism. In this case, we have included the data only from the European countries analysed in order to report on the different activities in which professors engage within university systems that share the same reforms, have been subject to the Europeanisation of educational spaces, and where both students and professors frequently move about. Within a supposedly unified European education space, it is interesting to analyse whether there exist any differences in the attitudes and actions towards preventing, detecting and dealing with student plagiarism. This final section is presented in a classic chapter format.

The following table summarizes the structure of this chapter:

Section	Title	Format
4.2.	Business School Professors' Perception of Ethics in Education in Europe.	Published paper
4.3.	Professors' perceptions about students' plagiarism: the same concept in different countries?	Paper under revision
4.4.	European professors' role in preventing, detecting and managing plagiarism	Chapter

Table 4.1. Structure of the section of chapter 4. Source: Own elaboration.

4.2. Business school professors' perception of ethics in education in Europe



Article

Business School Professors' Perception of Ethics in Education in Europe

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Abstract: This qualitative study aims to investigate business school professors' perception of ethics in business education, and their possible role in achieving ethical awareness in these schools. Data were collected through semi-structured interviews with 59 professors from four business schools, each from a different European country. The results show that participants define ethics along four dimensions, and express two divergent forms of implementing it. These differ by the country in which the business school is located. The findings shed light on the issues of ethics and sustainability in business education, and the importance of preparing students to become responsible leaders. For that purpose, we develop recommendations to foster ethics and sustainability in education in business schools in order to develop more socially responsible citizens.

Keywords: ethics in business education; sustainability education; students' development; business school; integrity

1. Introduction

In recent years, socioeconomic factors, such as the continuous evolution of technological factors and the massification and internationalisation of higher education, have resulted in major changes within the higher education sector. They have presented multiple challenges for universities, who have found ways to offer not only more education, but also better quality education, while meeting the needs of a diverse and constantly changing society [1,2]. For most countries it is difficult to expand the number (and size) of universities and increase participation in higher education while ensuring the highest standards and quality [3]. The quality of education is based, not only on the dissemination and production of new and important knowledge and innovations, but also on the implementation of economic, social and cultural developments [4]. To that end, the Bologna Process was launched by the Bologna Declaration in 1999 and, during the intervening years, the European Higher Education Area (EHEA) has progressively adopted a series of reforms and highlighted the need to improve the quality of education and encourage the development of educational curricula that promote ethical values essential for the cultural and personal development of individuals within society [5]. This cannot be done without a clear commitment to ethical and moral values. Training students how to be responsible citizens and make equitable and sustainable choices requires the commitment of academic staff to teach them good habits, good judgment, and how to become socially responsible [6]. This is even more relevant in the context of business schools as they represent the cradle where the business leaders of the future will gain their formal education. Indeed, some studies have shown a positive relationship between teaching ethics in university and sustainable business practices among global companies [7]. The phenomenon of globalization has thrown up multiple contradictions inasmuch as it can produce reasons for distancing from and, for drawing closer to, the topic of ethics [8]. Increased economic globalization and competitiveness requires more cooperation

and transparency, while simultaneously encouraging a cavalier attitude to ethical behaviour and acting for the protection of the particular benefit to the detriment of the collective interest [9].

Enterprises are embedded in a cultural context with specific moral standards that define what is forbidden, permitted, encouraged or mandatory, and which are shared by society or a group of equals. But, in the global business environment, not all individuals make moral decisions [10]. Thus, a potential practical approach to influencing moral decisions is through, including ethics education. This is where the relationship between morality and ethics arises and, in this sense, it is important that business schools are run on ethical principles. Future leaders need to know how to adapt to different cultural contexts in which different moral norms exist. Ethics may help in the requisite interpretation and adaptation [10,11].

Consequently, ethics has become an essential element especially in business schools, and has led many of them to begin to reflect on ways to teach essential values in order to create future business leaders who act sustainably and responsibly [7], in accordance with ethical and moral principles. Educating in regard to morality means teaching the rules, codes of conduct and how to avoid potentially harmful actions for society [12,13], thus providing ethics education has to do with good actions and good practices.

Despite the efforts made by different universities to improve educational quality and promote a sustainability education geared towards the ethical and social considerations essential for business leadership [14], little is known about the role of the teacher, their perception and awareness of business ethics and how these relate to sustainability. The majority of sustainability research has focused on investigating how environmental sustainability is taught in the university, or on ways of educating students about prototypical sustainability issues, such as responsible consumption. Sustainability education is not only concerned with the welfare of the environment, but also with the well-being of the society, culture and the economy. It is about educating students on how companies can compete while respecting ethical values. Its main objective is to reorient education and learning so that students have the opportunity to acquire knowledge, skills, values and attitudes with which they can contribute to sustainable practices in the future. Sustainability education makes it possible for students to learn the possible negative impacts a business might have and helps them make ethical and moral business decisions.

Given the central role of professors in promoting ethics in education, and the cultural embeddedness of morals and ethical standards, the current study focuses on these aspects and explores them in a comparative way. Our motivation here is that a comparative study can help in understanding whether the ways of perceiving ethics depend, not only on the university's internal context, but also on the cultural context (as affirmed, for example, by Hofstede [15,16]). We have found no such comparative studies using a qualitative methodology in the literature. Specifically, we examine professors' perceptions regarding ethics in business education in four different European countries. The aim of our analysis is to better understand what ethics in education means for business professors, and what might be done to develop it in different international environments.

Following a review of the literature on ethics education and sustainability education [4,17] (or, as some authors term it, "education for sustainability (EfS)" [17]), as an education that is intended to develop an understanding of ethics and values, which in turn needs to be included in business schools [18,19], we propose two research questions. Next, we present the methodology used, including information on the sample and the procedure employed for data collection and analysis. The Findings section identifies the topics that emerged from the data analysis, and the article ends with a discussion of the theoretical and practical implications of the study.

2. Literature Review

This section introduces the concept of *ethics in education* in order to differentiate it from *ethics education* as a discipline. We analyse the literature on ethics in education in business schools (henceforth, *ethics in business education*) and the important role that professors play in the education of future business leaders. Afterwards, to contribute towards filling the perceived gap in the literature, we introduce the research questions that guide the present study.

2.1. Ethics in Business Education and Its Relationship to Sustainability Education

Ethics (or moral philosophy) is a discipline that has to do with principles and moral reasoning [20] regarding what is good or bad, right or wrong. The function of ethics education (as a discipline) is to explain adequate ethical behaviour (acts and decisions) through rules that are in accordance with social and/or psychological laws, that is, rules for ethical decision-making [21]. Ethical attitudes begin to develop in the home, then through interpersonal relationships, and are influenced by the behavioural norms of a society and the surrounding context [22]. Any improper, or even deviant, behaviour by other community members may affect the individual attitudes learned and have an impact on the social and business context. Therefore, despite the fact that students have certain ingrained behaviours from their earlier education, it is possible to train them at university to behave ethically, and to resist the influence of others who behave unethically at work [23].

Higher education has a key function in providing students with the means to achieve their degree, and at the same time to create influential citizens capable of valuing and respecting their society and the environment.

For business schools, the task of creating respectful managers and employees able to work for the development of society and the environment has been identified as a key aspect of business education. The incorporation of ethics in education has commonly been carried out through specific courses (normally called business ethics) and it is considered important in business schools in order to promote a responsible and sustainable ethics education [24]. However, the integration of ethics in education (ethics education) throughout all business disciplines is considered even more valuable, as it allows a broad spectrum of concepts and topics to be viewed under an ethical lens [25]. Ethics in business education can explain the importance of human behaviour, of what is good or bad, and the standards of behaviour adapted by organizations, helping students (future leaders) to make a moral reflection on their actions [26]. The reconciliation between reason and morality, so that individuals and organizations are responsible for their actions and committed to society, both in the present and the future, underlines the relationship between ethics and sustainability [14,18]. Thus, teaching ethics in business schools involves forming organizational leaders who understand the need to take honest, responsible, and sustainable actions and for the generation of value as a management approach without prejudice to different stakeholders [14,26].

Ethics in education begins with teaching values, with what is good and bad, with the impact of any irresponsible behaviour as students on their subsequent careers. In this way, it is possible to convey to students the importance of being reflective professionals capable, as a routine aspect in the exercise of the profession, of analysing and criticizing their actions. Here, as the student learns to detect the ethical dimensions of business situations and a habit of constructive analysis, the ability to empathize with stakeholders is fostered and a relationship with sustainability arises.

Ethics in education embraces the main objective of increasing students' ability to make ethical and responsible decisions and thus contribute to sustainable development [4]. The literature claims that sustainable development requires individuals to have an ethical conscience and highlights the importance of including topics of ethics, corporate social responsibility and sustainability especially in business schools [4,27]. Integrating these principles within the curricula allow students to develop a set of key competencies that can guide them in their future decisions as managers or employees. Authors, such as Leal Filho et al. [28] cited by Straková, and Cimermanová [29], point out that an education towards sustainability should integrate theory and practice, and engage people in activities that make them reflect about ethics so that they are encouraged to think critically.

According to Straková, and Cimermanová [29], this implies the need to develop individuals with "creative problem-solving skills, scientific and social literacy, and a commitment to engage in responsible individual and cooperative actions", to improve their personal and emotional skills and to act in a sustainable way [30] These emotional skills include the ability to interact and listen to others, to assess, commit and review their behaviours, and to act ethically. In order to achieve these skills, people need to be trained to recognize and solve common ethical problems in certain professions [4].

Teaching business students to take into account the interest of various stakeholders, and about ethical values such as integrity and honesty, may help them to act responsibly and with integrity in the future. In organizations, behaving with integrity means not deliberately harming customers, employees or even competitors, through deception or misrepresentation.

Integrity and honesty are related. They represent the glue that holds business relationships together and allows everything to be more effective and efficient. Lying about a product, cheating or stealing for the achievement of business objectives, are actions usually associated with dishonest behaviour. Integrating ethics in business must be a lifetime commitment for universities and needs not only business leaders with an ethical vision, but also educators capable of balancing individual economic objectives with the social responsibility that our society requires. Through a sustainability education it is possible to help students develop moral reasoning, and prepare them for their future roles in the business environment [9]. In these moments of crisis of ethical values within corporations and within educational institutions, it is important to intervene and involve students. Encourage them to explore the environment, and the ways of working, and learn important life lessons while applying the theory to practice.

Furthermore, the literature has shown how the moral values of a profession are learned and internalized for the first time in the course of higher education [31,32]. However, there is little evidence that business schools are implementing ethics in education focused on highlighting the importance of high standards of professional conduct.

Although the importance of including this training has emerged in recent years, business schools have been accused of being “irrelevant to business” [33]. The globalization and the massification of universities have made problems greater, sparking an identity crisis [34]. Business schools have been accused of being more interested in the number of enrolments than in the quality of their students [34]; of not sufficiently preparing them for management practice [35]; and of failing to teach the importance of ethical and professional standards for a sustainable environment. In fact, some authors suggest that business schools are implicitly conveying to their students the message that unethical behaviour is acceptable. This might be corroborated by the prevalence of academic dishonesty among these students [34]. Authors, such as McCabe et al. [36,37], have stated that the incidence of cheating was higher in business students than in those who studied other subjects, such as Law or Science. Similarly Nonis et al. [38] pointed out that the probability of acting dishonestly in the workplace was more closely linked to those people who were involved in unethical practices at school. Carpenter, et al. [39], suggested that when students engaged in academic dishonesty in college, there was a greater chance that they might behave in an unethical way in their professional practice. These authors show how a comprehensive education in ethics is imperative in enhancing students’ critical thinking skills and in enabling them to grasp the impact that their attitude while in university can have on the exercise of business activities.

Organizations at the global level need to take a major step along the road towards sustainability. However, without the collaboration of the universities in effectively training professionals and future decision makers, it may not be achieved. The widely-reported cases of bad business practices suggest that organizations are more focused on obtaining profits than acting responsibly. Therefore, business schools should reflect on their current task and train future managers in responsible management practice.

2.2. The Role of the Teacher in the Education of Future Leaders with Ethical Consciences

In this context, professors hold a unique position. Through their role, they can heighten their students’ abilities, give clear instructions, and educate not only on issues related to the subject, but also on any matters that have a close relationship and are linked with the professional development of the students, thereby becoming “Moral educators” [6].

As agents of effective change, they can generate commitments and civic leaders, preparing students for future sustainable decision-making [32]. According to Giacalone and Thompson [40], the primary responsibility to assist and encourage students to become ethically sensitive falls, of course, first and foremost on professors, since they are in charge of “preparing a new generation of business

professionals". Professors must improve their students' understanding of the ethical component, help them to achieve their goal in both their professional and personal lives.

Being educators of future business leaders, it is important to investigate what professors think about the topic of ethics in business schools, and to understand what is important for them to do in order to better prepare future managers and leaders. The literature is clear that the willingness of professors to include ethics in education can be altered by factors, such as the lack of qualification or training to teach in this area [41], the lack of time, or work overload, that make it impossible to incorporate materials on moral or ethical issues into their courses [9], or even the lack of interest or the perceived low value in teaching ethics. The latter situation, according to Adkins et al. [42], arises when teachers perceive that ethical or unethical behaviour depends on the values developed through life, through culture or family, and is separate from the university education. The authors add that, although faculty members may experience these doubts, they should assume responsibilities and provide their students with the necessary means to learn the possible ethical problems of their behaviour. It would be useful for them to know how to educate their students about the possible ethical situations they may face in the workplace and the repercussions for society.

Our literature review did not find any empirical studies that analysed in depth the perception of business school professors about developing ethics in business education. Therefore, there are potential benefits to research in this area; further study would give us some idea of how professors of business schools, not only understand, but also how they approach ethics and responsible management by exploring their perceptions in a broad sense. Little research has been done on the role that professors can have in ethics and sustainability education and their perception. Those who have researched this topic have focused mainly on countries, such as the United States and other Anglo-Saxon countries [9], or have studied the perception of students [43,44] or deans [4]. Furthermore, those who have studied professors' perceptions, have used quantitative methodologies [42] that have not allowed for an in-depth understanding of the topic. Consequently, this study focused on the following two research questions:

RQ1: What are professors' perceptions about what ethics in business education is and includes?

RQ2: What could be done to develop ethics in business education?

We wished to carry out a cross-cultural comparison to see to what extent national culture explains the perception about the importance of teaching ethics. According to the literature, when students are educated about ethics, ethics is more likely to be properly managed, and global business practices achieve better results [45]. Globalization has meant that organizations have to face increasing challenges to adapt effectively to different cultures and understanding that some cultures have strong ethical principles is essential. According to Hofstede [15], the most individualistic cultures, unlike the collectivists, have "strong moral connotations." Thus, in collectivist cultures, individuals display fewer ethical behaviours because they try to do what is best for the organization; leaders in organizations demand greater emotional dependence of members, and essential values are not emphasized. However, in more individualistic societies, organizations assume broad responsibility for their employees and try to inculcate moral values [46].

3. Materials and Methods

3.1. Research Design

The present study uses a qualitative research approach to answer our research questions, this methodology is considered the most appropriate when exploring an unknown research topic, for the development of a theory, or to add a new perspective to a subject already investigated [4,30]. The objective of the present study was not to test predetermined hypotheses and produce generalized results, as would be typical of quantitative methodologies, but rather to gain a deeper understanding of the phenomenon. An important advantage of the method chosen is that it allows us to hear professors' perspectives and "to capture the voice and way they make meaning of their experience" [47] thus, gathering rich information,

thick description and thick meaning [48,49], about what is being observed. To date, professors' own perspectives about ethics in business education have largely been overlooked. Since, more than ever, they play a key role in developing students' knowledge and increasing their competency and skills [50], in-depth research under these tenets is of paramount importance. Despite the advantages of this methodology in terms of its relevance to the research questions posed, there were several disadvantages. In particular, it required intensive and prolonged work, such as translating from the original language to English and transcribing all the interviews, categorizing, codifying and recodify texts until an agreement was reached among the authors [33,36]. Results from qualitative methodologies also aid in highlighting the findings in the specific context where they were extracted, but cannot be extrapolated to a whole population.

Notwithstanding this, interviews allow us to better understand the role that professor play in the training of future ethically- and sustainably-aware entrepreneurs and to see what is common among different countries and economies and the critical differences emerging from the way in which sustainability issues are presented and addressed. Most of the existing studies in this area have used a quantitative methodology or have explored students' perceptions, rather than professors'. In addition, exploring how professors transfer sustainability education to their students in business schools is essential in order to be in a position to analyse possible corrective educational policies.

3.2. *Sample*

The population of the research was composed of business school professors in four countries, Ireland, Italy, Spain and Sweden. The study focused on professors, because their voice on ethics subject and sustainability is heard less frequently, while the opinions of students and other stakeholders have been extensively explored. While academics may have shared their views regarding sustainability and ethics in the form of a survey, this qualitative study allows a broader understanding of perceptions. These four countries were chosen because, as stated previously, they have different cultures. Comparing different countries according to the Hofstede dimensions [15,51] of national cultural values, could help to understand the existing connection between cultural context and ethical perception. He developed four dimensions that characterize different cultures around the world and which are applicable to a wide range of studies in social sciences. Specifically, he shows how power distance, uncertainty avoidance, masculinity and individualism help explain the beliefs and values shared among the members of a community. The European cultural context is not homogenous, and some of the cultural dimensions, being value-oriented, may be related to a country's capacity to engage with ethics and sustainability [52]. In the same way, they might influence personal perceptions of ethical values and behaviours [53] and sustainability [54–56]. Accordingly, countries with a greater level of power distance and uncertainty avoidance and masculinity may have a lower social and institutional capacity to progress toward ethics and sustainability [57]; high levels of individualism appear to be associated with lower rates of unethical behaviour and more ethical commitment. The countries selected for this study have significantly different scores in the four underlying cultural dimensions (see Table 1). Specifically, Spain and Italy have very high scores (over 50%) in the dimensions of power distance and uncertainty avoidance and masculinity. Spain is the country with the lowest percentage in individualism (the other 3 countries score more than 70% in this dimension). On the other hand, Sweden and Ireland are in low positions in power distance and uncertainty avoidance (less than 35%), while Sweden scores a mere 5% with respect to masculinity. A study by Ringov and Zollo [58], highlights how low levels of uncertainty avoidance and masculinity are particularly related to the propensity to guide the members of this society towards responsible and ethical attitudes; collectivistic societies, on the contrary, are less inclined towards an ethical orientation.

Table 1. Hofstede’s Country Comparison.

	Ireland	Italy	Spain	Sweden
Power Distance	28	48	57	31
Individualism	70	76	51	71
Masculinity	68	70	86	5
Uncertainty Avoidance	35	75	48	29

Thus, Sweden was chosen is because it is the country in Europe with the lowest score in uncertainty avoidance and masculinity while, at the same time, it has developed a law on the inclusion of sustainability issues in its universities. This may imply a strong commitment to ethical issues. On the contrary, Spain is one of the countries in Europe with the highest levels in those two dimensions. Ireland and Italy are countries whose Hofstede dimensions lie somewhere between Sweden and Spain. Ireland is similar to Sweden in uncertainty avoidance and power distance, but scores higher than Sweden on masculinity, which may mean that, despite having an interest in themes of ethics and sustainability; it does not have sufficient capacity to seriously address toward these issues. Italy is a country whose uncertainty avoidance and power distance are similar to those of Spain, but which has high levels of individualism and may consequently have a greater ethical conscience than Spain. The significant range from Spain, through the intermediary levels of Ireland and Italy, to Sweden that we find across each of Hofstede’s dimensions, allows us a more thorough examination of behaviours and perceptions and how these are subject to cultural differences.

Purposive sampling was used to identify and choose cases rich in information. This let us analyse the differences between the participants and gather key information. In addition, selected participants were invited to identify other information-rich teachers who could participate in the study (snowball technique). As qualitative research, there were no defined rules to determine the number of participants so sampling was continued until the point of data saturation, where the authors were sure that no new information could be obtained [59]; thus, when the comments continued being the same and new data replicated that already collected, the interview was stopped, considering that the study had enough data to illustrate the phenomenon [60]. As pointed out by Creswell [61] for qualitative research studies, the range of participants between 5 and 25 individuals, who share similar experiences, is often considered adequate. Kazley et al. [62] suggested that saturation can be counterproductive in cases where the new does not expand or extend the information to the general investigation. In light of the above, we assume that the sample size in the present study is adequate for the design and purpose. Data saturation was achieved with 17 professors in Ireland, 10 in Italy, 11 in Sweden, and 21 in Spain.

The interviews were organized in advance with the professors to ensure convenience in their participation. To obtain rich and diverse information, participants were selected according to age and years of education. The inclusion criteria were that (at the time of the interview) they worked in a business school and had a minimum of 4 years of experience in the university. Both men and women needed to be represented and reluctance to participate was an exclusion criterion.

Within these categories, the teachers were selected randomly. In Spain the sample was 57% female and 42% male, in Italy it 50% male and female, in Ireland it 42% male and 58% female, in Sweden 30% male and 70% female. The average number of years of teaching in our sample was approximately 11 years in Spain, 13 years in Ireland, 12 years in Sweden and 12 years in Italy. Our final sample had an average participant age of 44 years in Spain and Ireland, 42 in Italy and 43 in Sweden (Table 2). In order to protect the identities of the participants and guarantee their confidentiality and anonymity, we decided to use a code for each participant as this is one of the key principles of qualitative research [63].

Table 2. Interviewees' profile.

Profile Elements	Country				
	Spain	Italy	Ireland	Sweden	
Female	57%	50%	58%	70%	
Male	42%	50%	42%	30%	
Average number of years of teaching	11	12	13	12	
Average age	44	42	44	43	
Min-Max	[33, 61]	[34, 55]	[32, 62]	[34, 60]	
Standard deviation	7.17	6.06	7.38	7.09	

3.3. Data Collection

Each interview lasted between 45 and 90 minutes. The interview guide addressed the topics posed by the two research questions, namely, professors' perception about what ethics in business schools entails, and the possible initiatives they could undertake to develop ethics in the context of business education. Before carrying out the fieldwork, the researchers tested the interview. Following the qualitative research procedures of Corbin and Strauss [59], the script of the interviews was adjusted during the research process, thus reformulations were introduced to improve the understanding of the subjects interviewed. The questions were reordered so that the interviews were more fluid, and questions were added to include the questions that had been raised in previous interviews. One researcher conducted all the interviews and moved to the university where the interviewees worked. With the respondents' permission, the interviews were recorded with the help of a digital recorder and successively transcribed.

3.4. Data Analysis

The qualitative data collected through the semi-structured interviews were organized and prepared for analysis. Transcripts were analysed and reviewed to search for affirmations and relationships between data categories [64] and to establish themes and thus transform the data into findings [61]. For data analysis, the Nvivo 11 software was used due to its ability to combine the interpretation and codification of the text, the relations of categories and subjects, and the search and retrieval of coded units, thus increasing the transparency of the analytical process [65]. The information found at the beginning was compared with the information found successively to discover new topics or improve the understanding of the previous ones. Ultimately, the procedure led to the identification of different patterns among professors in different countries. Content analysis is a useful research method to make replicable and valid inferences from the data to its context, for the purpose of providing new insights, more knowledge about the facts and a practical guide for action [66], the objective being to achieve a condensed and comprehensive description of the phenomenon. The most important steps in our content analysis were the creation of codes and the establishment of categories and definitions (Table 3). In open coding, concepts and text fragments were tagged, and defined. A defined code allows one to identify the main thought behind each piece of text. Both categories and codes were assigned a name and definition—the definition of the categories, unlike the definition of the codes, taking into account not only a key thought, but all the codes included and their definitions thus generating a complete map.

This map was validated by three different researchers until a final agreement was reached. To understand the phenomenon under study in a more comprehensive way, the initial configuration was slightly modified by the adjustments derived from the intensity of the coding and the possible variants or the appearance of nuances of meaning [67].

Finally, emerging codes were articulated in such a way to provide an organized and rigorous structure within the conceptual framework of the established research theory [68]. The research questions were used as the guiding framework for the first stage of the data analysis, from there more codes emerged, and different sub-codes were identified.

4. Results

This section presents the results of the analysis of the interviews. It is structured according to the two research questions posed in the study. Table 3 summarizes the dimensions emerging from the analysis of the data (which are then described in each corresponding subsection below), alongside the indication of their coding total intensity (column “all”) broken down by country.

Table 3. Dimensions identified in the exploration of professors’ perception of what ethics is and what they could do to develop it in the context of business education.

Countries	IRL	SW	IT	SP	All
1. What are ethics in business education?					
1.1. Morality: Bad and good	15	8	8	16	48
1.2. Code of conduct, rules and values	13	7	7	14	43
1.3. Integrity and honesty	16	9	9	14	48
1.4. Sustainability	5	9	2	0	14
2. What could be done to develop ethics in business education?					
2.1 Teach ethics and integrity and give examples	14	9	8	4	35
2.2. Not my role	0	0	0	13	13

4.1. Research Question 1: What Are Professors’ Perceptions about What Ethics in Business Education Is and Includes?

The analysis of RQ1 revealed that the concept that professors had about ethics was not a simple one. Instead, their ideas ranged across four dimensions that make up the conceptual map of what they consider to be key elements of ethics in the context of business education, namely: Morality, good or bad (sub-code 1.1.); Codes of conduct and rules (sub-code 1.2.); Integrity and honesty (sub-code 1.3.); Sustainability (sub-code 1.4.). Some similarities and differences among professors from different countries in their manner of perceiving and understanding ethics in business education were observed, we will address each of these in turn.

Importantly, three of them were of similar strength across countries, but the fourth dimension was specific to just one cultural context (that of Sweden). However, Hofstede’s cultural dimensions emerge and influence the perception of how to develop these ethical consciences. As will be discussed later, the regulation and awareness of the need to guide in order to strengthen ethics depend, as confirmed by the literature, upon the culture of a given society.

In the following sections, we discuss these dimensions, which are summarized in Table 3.

4.1.1. Morality, Good or Bad

As can be seen in Table 3 (sub-code 1.1. Morality, bad and good), the professors perceive ethics in business education as a moral education regarding Good and Bad. It concerns educating students in regard to what is morally good and morally bad; more than half of the professors in the four countries said that it has to do with teaching what *is* right, and what *is not* right. For example, one respondent said:

(IRL 01): “Ethics in business education has to do with morality, teaching what is good and what should not be done, what can or cannot be done”.

Participants stated that it responds to the need to maintain and uphold ethical principles within the organization, to carry out ethical and moral actions, to and assess whether those actions can be harmful to others. Ethics in education guides the decision that future managers will take and teaches them how to discern right from wrong, good from bad, and the appropriate from the inappropriate. It also implies a commitment to do what is right, appropriate, and good for people. Thus, ethics and morality are be related, since morality says what to do and what not to do when my interest is to maintain the coexistence, and ethics explains why you should follow the dictates of morality.

4.1.2. Code of Conduct, Rules and Values

The second generalized aspect among the professors was to consider ethics in business education as not only governed by principles of morality, but also by a respect for rules, code of conduct and values. (see Table 3, sub-code 1.2.: Code of conduct, rules and values). A number of professors consider that it involves teaching codes of conduct, rules and values. Educating about ethics means understanding that there are values and that these values are included in codes of conduct that guide all people regardless of the status they hold within the organization. Students should learn that every organization must have codes of conduct respected by all members. One participant said:

(SP 01): “We have to teach them that the codes are insufficient if they only focus on ensuring that everyone respects the rules.”

And some added that it is important to (IT 01) “educate professionals to know not only which codes of ethics and conduct to apply but also how to apply them in practice, to give them knowledge of how it is done”.

In general, professors believe that educating about the importance of professional codes of conduct is essential. However, this should be taught as complementary to the teaching of values and indeed values specify what society expects companies to take into account when making decisions. They need to convey to students that the rules cannot be applied mechanically, they need to be shown how to develop a practical judgment so that, when applying the rules, they take into account the values. According to professors, ethics in business education has to relate standards, values and practices and, as another professor said:

(SW 01): “Makes, that not only ethical dilemmas are included but also concrete situations and ways of approaching them, relating people, environment and norms”.

4.1.3. Integrity and Honesty

As shown in Table 3 (sub-code 1.3.), according to most professors, ethics in business education should not be skewed towards the fields of peoples’ rights, the observance of rules and morality, but should also address behaviour, expectations, honesty and integrity. This includes teaching students’ social skills, how to listen to others, and how to respect their integrity.

The interviewees affirm that teaching ethics in business addresses issues of corporate responsibility for decisions and actions taken by organizations from the grassroots level to the macro level, in a sincere and honest manner; decision-making must combine reason and emotion, self-interest and caring for others. One participant said:

(IT 05): “Educate about ethics is to educate about integrity which in turn means, essentially honesty”. Another (IRL 06) affirmed: “[T]o teach that to be successful in business it is not enough to earn money but it is important to be honest”.

Teaching this means making students understand that tomorrow they will be required to improve the standards of truthfulness, integrity, and honesty in their businesses in order to achieve business development. It also means understanding that their commercial actions may violate the social values of transparency and cause economic losses of unimaginable dimensions. Companies have become increasingly competitive and, to achieve profits, sometimes act dishonestly. Thus, professors argue that teaching ethics in business education can help students grasp that they have to compete honestly, since future unethical business behaviours hurt productivity, living standards, and therefore integrity. It is imperative to encourage students to perceive the ethical problems of their actions by comparing their unethical behaviour in academia with their unethical behaviours in the business world. In this sense, one professor provided a comparison of academic integrity and business integrity and said:

(IRL 13): “Teaching ethics in business is like teaching integrity in the classroom. For example, they cannot appropriate the knowledge of other people, and that tomorrow nor can they can violate the copyright of other companies. They cannot steal the business ideas of others”.

Regarding these first three dimensions, as far as we can see there is a widespread understanding of what ethics in business education means. The majority of professor in the four countries relate ethic

with morality, the codes of conduct and the integrity and honesty. The findings regarding Spain and Italy seem to contradict the previous research carried out by Hofstede, who considered that countries with a high level of power distance and uncertainty avoidance and masculinity and low individualism are less likely to assume ethical commitments.

However, we should emphasize that the first research question focuses on business school professors' understanding (not on acts) of ethics in business education, thus their knowledge about ethics seems to derive from the fact that they taught in business school and thus are familiar with the topic. Nevertheless, we need also to understand if what they think is congruent with what they think could be done.

4.1.4. Sustainability

When comparing the cases in the four countries, it is evident that a different dimension emerged in Sweden as opposed to the other countries. Specifically, as shown in Table 3 (sub-code 1.4) most of the participants reported that ethics in business education has to do with sustainability education. Respondents perceive that sustainability education is teaching students skills and abilities that will be necessary for tomorrow, the aim being to give them different stimuli so that they can develop critical thought processes and problem-solving strategies. Teachers relate this to the importance of business sustainability, since one needs to emphasize not simply the importance of creating values and generating competitive advantages, but also respecting the rights of others and treating the environment in a sustainable manner. The results are consistent with Hofstede and other literature [69] according to which countries with high individualism, low uncertainty avoidance and low masculinity (Sweden is the only country that meets this three dimensions) are more concerned with ethical issues and also demonstrate more capacity to promote sustainability and responsibility to protect the interests of stakeholders. Specifically, these dimensions underscore the need to harmonize individual interests with the broader demands of society highlighting the facet of sustainability [70].

(SW 07): "I believe that ethics in business means teaching about the environmental and social responsibility, that is, tomorrow they have some challenges and they have to balance the economic and social impacts of their companies. But the sustainability of business is viable only if you start teaching at the university in an environment of trust . . . is to teach students skills and values through real action and show that these real actions benefit society and the environment".

Swedish professors stress the importance of teaching students to reflect and develop an ethical culture that contributes to educating responsible citizens. One participant said:

(SW 08): "Ethics in business education is about sustainability environment etc., and it is obligatory to teach it from the school, teach that when they become employees, they should respect standards of ethics and commitments with the society".

Moreover, in Ireland, some teachers (5 in all) spoke of ethics in business as teaching sustainability but they were not the majority as in Sweden. In that way, a participant commented as to why students should be taught about sustainability:

(IRL 04): "Ethics in business education means explaining to students that unethical commercial behaviours damages productivity and society. Nowadays there is a major concern on sustainability and this must be taught so that our practices do not affect society and the environment where society lives".

According to participants in the study, the work carried out by professors is of paramount importance for the development of students and society, and this "goes beyond that of simple instruction of program themes, it is instruction about a world in which Sustainable Development becomes a reality for all students" (SW 09). Students must know how to responsibly manage the companies of tomorrow. On the one hand, future entrepreneurs have the prime economic responsibility for generating profits, but they also have the responsibility to act as responsible citizens in a complex and continuously evolving environment.

(SW 03): "It is for your future, you have to teach ethics and sustainability go hand in hand. It is teaching how to dialogue with stakeholders, and be responsible, how to generate long-term sustainable

wealth, act with honesty and integrity and, not to cheat because they will deceive not only others but also themselves”.

Thus, ethics education about can open students’ minds by teaching them the importance of being honest in society and of becoming business leaders who are capable of making ethical and sustainable decisions.

In summary, many participants in Sweden, and a few in Ireland, perceived ethics in business education as an education that produces citizens with ethical principles and provides a solid basis for informed decision-making and a means of achieving sustainable development. Respondents believed that ethics in education contribute to the creation of sustainability awareness in students minds and influence their present and future actions and reflections.

4.2. Research Question 2: What Could Be Done to Develop Ethics in Business Education?

The second research question RQ2 (code 2. Table 3) was: “What might be done to develop ethics in business education?”. Here, the participants expressed their opinions on what they consider necessary to help the students to develop these skills. Two sub-codes emerged: Sub-codes 2.1 (Teach ethics and give examples) and 2.2 (Not my role), coinciding with the professors who thought it was part of their remit and those who did not. On this topic, the differences between countries may be surprising.

4.2.1. Teach Ethics and Integrity and Give Examples

In Table 3, we can see that the first sub-code (2.1.) that emerged in the interviews was “Teach ethics and integrity and give examples”. In Sweden, Ireland and Italy, professors stated that there is a specific course on Business Ethics in their universities, but they also add that they provide additional emphasis within their own classes. Thus, they include a module or a class on careful teaching of ethics and responsibility in the university.

Teachers, especially in Sweden (9 teachers out of 10), consider it necessary to teach students present and future needs of their own and society, incorporating issues of ethics and integrity and sustainability in the modules. They emphasize the importance of teaching students how to solve the ethical problems they face in their courses so that they learn the failures directly from the practice. They also explain what has to be done to develop the students, allowing them to build their personal knowledge, without appropriating the knowledge of others. They stress personal and professional development, that is preparing their students for the future and in how to resolve potential conflicts and problems in their lives. They believe that students need models of integrity and for that, they must be exposed to multiple ethical-professional problems and also academic problems, developing habits within the classroom so that they can see the problems from a closer perspective and better understand the meaning of their actions. On this point one participant said:

(SW 05): “I make them realize how they have to act ethically. I tell them that, instead of reproducing knowledge they need to create new knowledge to guarantee that what they produce does not come from someone else. Teaching that the company must act honestly and not copy the ideas of other companies helps them learn to evaluate the information to know where it comes from”.

In Ireland, half of the teachers find ways to connect academic integrity with ethical concerns that could arise in professional practice. One participant described briefly how he discusses ethics in business at his university. He explained that education about ethics includes relate topics of academic integrity with business misconduct to “show students that they can’t cheat in the university and cheat in the business world”. The perception of the professor is that students need to understand the relationship between academic dishonesty and business dishonesty. This perception was expressed through the following citation:

(IRL 16): “I provide an integral education, so in the module I indicate that they cannot act in an unethical way in the university. I tell them to refer and quote because what they copy today in business schools can be copied tomorrow in the companies. I give them examples of cheating, of plagiarism, and construction of the original knowledge, useful with a more integral approach “.

Teachers state that it is important to emphasize these issues, because professional ethics in economics does not merely mean being a good student and knowing the subject, education should be “as broadly based as possible” (SW 02). It is important to talk with students about honesty issues that arise in assignments or exams, establishing relationships between the institution’s honour code and business ethics codes, bad behaviour in the company and bad behaviour at the university.

(IT 01): “If you copy an exam what will you do when you have to direct the financial data of a company. Will you copy it, too? . . . I have to show you this”.

Therefore, they believe that, to avoid these issues, you have to educate from the university. The teachers said that they work with teams, where questions of responsibility and reliability in the group may arise, as well as the balance in the distribution of tasks, and mutual respect and consideration among team members. These issues that are often born in the university in team activities are a stimulus to understanding how students should or should not act tomorrow. If teachers want to counteract attitudes like these, they need to make students understand how their actions can harm different parties and can have negative consequences for themselves and for others.

Another interviewee said:

(SW 09): “I always try to instil that values are important for us and for society, I tell them that their jobs have to be correct and they cannot violate the rights of others because this will affect their professional future”.

Teachers emphasize the importance of training people to reason and know how to think for themselves, and to respect the rules, values and attitudes, without harming the rights of others. According to these professors, the teaching of ethics in business begins at the university and implies developing an ethical and sustainable project that makes students aware of the need for standards and attitudes that favour coexistence and allow the development not only of individuals but also of society.

It seems to be disconcerting that professors in Italy underline the importance to teach ethics and integrity, by giving examples to students, nevertheless this can be explained by the fact that Italy, has a high level of uncertainty avoidance, but low level of power distance (which highlight the ability to approach ethical issues), and is an individualistic country which make it more similar to Ireland and Sweden in term guiding their members towards ethical standards.

4.2.2. Not My Role

In RQ2, the sub-code 2.2 (Not my role) that was extracted from the interviews of teachers in Spain revealed different conceptions about how ethics in business could be taught in the university. Teachers in Spain stated that in order to raise awareness among students about ethics in business and sustainability issues, there must be a specific course on this subject. Teachers know of the existence of a subject that deals with issues of corporate social responsibility and responsible citizenship. They believe that it is there where it is necessary to delve into key concepts in the field of social responsibility, sustainable development, Human Rights and their connection with economic activity. Almost half of the participants recognized the importance of teaching ethics, but considered that it is not their role to educate students within their subject about ethics, since they believe it is part of a specific and different course.

There was a certain resistance on the part of some professors to teaching issues of ethics and values in their class as these are considered issues that do not have to be explained in the university. These professors believe they depend on the social environment and the context where one lives. In this sense, they affirmed that education on ethics and sustainable development cannot be treated by each professor inside the classroom or in the university, since the students have to learn their specific field of study. That is to say, they believe the students of tomorrow have to know how to work in a company, they consider that concentrating on teaching how to act or not to act, what is good or not good is not the teacher’s job.

One participant affirmed (SP 11) “My function is to teach my subject, not to form values. That’s what their parents are concerned with, or the sociology subjects”.

Others believed that it is a waste of time focusing on these issues rather than devoting time and effort to other activities, such as subject teaching or research. According to the professors, these two issues are the most important in higher education, since this is what determines the position occupied by universities within the national rankings. In this sense, several teachers stressed the need for professors to publish and teach what was established in the curriculum, noting that the current educational system prioritizes having good internationally recognized publications and imparting the established canon, without really being concerned whether or not the student also learns values.

Therefore, in Spain a lack of consistency between the professors' perceptions about what ethics in business education is (and what it includes) and what they think could be done is identified. However, in this sense, the results about what their role is are congruent with Hofstede.

5. Discussion and Conclusions

The findings allowed us to carry out an in-depth analysis of the teachers' perceptions of ethics in business education and to know what interventions they consider necessary to be able to promote the development of ethical values in the university and achieve a sustainability education. In order to answer our research questions, a qualitative methodology was used. There were two main reasons for choosing this technique. First, after a detailed review of the literature, no studies were found that analysed in-depth the perceptions of teachers about ethics in education—previous research used surveys and other methodologies of a quantitative nature. Secondly, although teachers have a fundamental role within higher educational institutions in that they can influence student behaviours and be agents of change [71], previous studies have focused more on analysing the perceptions of students on this topic, and in Europe a broad cross-cultural comparison based on Hofstede's dimension has not been carried out so far.

We note that professors' concepts reveal three categories that are quite similar across all four countries and one category that is different. The professors consider that ethics in business education teaches people to fight against the double standards in organizations that allow them to speak and to behave differently. It is an education that teaches students to be future leaders who act with integrity and according to moral principles, respecting prevailing codes of conduct. Analyzing the data according to Hofstede's cultural dimension of power distance, uncertainty avoidance, masculinity, and individualism we can argue that some of these dimensions emerged from the data. More specifically, it can be observed that differences and similarities exist for each dimension. First of all, regarding the similarities, as can be noted by these results there is a generalized knowledge in the four countries about what ethics in business education means and its association with morality, the codes of conduct and the integrity. Despite these results, that would appear to indicate that the findings contradict previous research carried out by Hofstede. Namely he found that countries with a high level of power distance, uncertainty avoidance and masculinity may have a lower social and institutional capacity to get involved in ethics and sustainability issues. It is important to highlight that this has some theoretical explanation. The similarity between the four countries, (including Spain and Italy), are related to beliefs and perceptions and not actions. Schepers [72] (based on Hofstede's) observe, that cultures with high levels of uncertainty avoidance (Italy and Spain) also may know what ethics mean and develop ethic reasoning but not act accordingly. Indeed, differences between Spanish professors' responses and the other three countries, are related to possible actions and could be determined by the fact that when these cultures have low individualism are less interested in establishing specific rules. This would explain why in Spain, a country which, according to Hofstede [15], has a high level of uncertainty avoidance and at the same time is considered collectivist (unlike in Italy), the professors have knowledge of ethics (like Italy, Sweden and Ireland) but less interest in guide their members toward the appropriate and ethical action (different from Italy Sweden and Ireland). Differences between Spain and Italy can be due to the fact that Italy has a high level of uncertainty avoidance but low level of power distance (which highlight the ability to approach ethical

issues) and is an individualistic country which makes it more similar to Ireland and Sweden in terms of guiding their members towards ethical standards.

These results contribute to the literature and also provide confirmation of the findings reported by Zhang, Liang and Sun [73] and by Smith and Hume [43], according to which countries with collectivist cultures are relatively less likely to follow or transmit ethical norms and social values such as honesty and integrity, while cultures with strong individualism seem more committed to bring this debate to the society and to train their citizens. Individualist cultures are more inclined to take corrective measures and create future leaders with strong values of justice, responsibility and respect for human rights and social development [73]. This is why Spanish professors' have a different perception with respect to Italy, Sweden and Ireland.

We found another difference among countries. Many professors, especially in Sweden, believe that ethics in business education also has to do with sustainability. That is, an education that nurtures ethical principles and aims to produce the maximum good for the greatest number of people, which can promote the establishment of standards of conduct, respect and social responsibility to achieve a globalized balanced society. That said, we could argue that teachers' perceptions of ethics in business education as an education that fosters sustainability are very much related to the fact that Sweden is among the first European countries concerned with sustainability. In 1996, Sweden passed a law requiring public institutions, such as universities, to contribute to the sustainable development of society [74] (Swedish Environmental Protection Agency). Since the year 2001, all universities in Sweden have to write annual sustainability reports explaining how they have raised awareness among their population of this issue. The universities require their teachers to emphasize the possible effects of business activity for society, to offer continuous knowledge on how human beings and society must manage different environmental problems, thus raising awareness about sustainability policies and ethical practices [75]. So, for teachers in Sweden, ethics in business education is an education that prepares students for the future to become responsible citizens in their practical behaviours. However, the results also showed that in Spain teachers believe that they can do little in this regard since the fundamental values such as honesty, integrity, respect and responsibility are embedded within a society where one is raised and believe that it is not necessary to insist on ethics beyond that specific course.

The fact that only in Sweden there is talk of ethics in business education as sustainability education shows how, even though many universities have made efforts for an education towards sustainable development, this has not been fully implemented in all universities and/or disciplines. This is why it is essential that universities commit themselves to develop ethical awareness and achieve social commitment.

In this context, as affirmed by Lozano et al. [76] university professors have an essential function, to ensure that ethical and sustainability education is the "Golden Thread" throughout the university system and to educate students to respond to the needs of the present without compromising the capacity of future generations and to strengthen the responsibility for sustainable development within universities.

Students continuously learning and emphasizing ethical issues, integrity and sustainability can generate important changes in the ways of valuing the environment. In countries like Spain, it would be necessary to train teachers on the importance of ethics for the development of values among the students and to make them understand that their contribution can be relevant in the creation of future leaders with an understanding of ethics. In an increasingly globalized world where companies move in a complex environment, and especially for faculties of business administrations that create future entrepreneurs and business managers, teachers can be agents of change and promote ethics. Teachers can help students understand the realities of the world and respect them by participating in the realization of a fairer and more equitable world. A broader collaboration that nurtures the participation of all faculty members could identify ways to support the ethical development of students and achieve sustainability education.

Therefore, in this paper we focused on the concept of ethics in business education. The findings show that the concept is not unitary and the differences can be alienated throughout four dimensions: Morality (good or bad), codes of conduct and rules, integrity and honesty and sustainability. After carrying out a comparative the study with professors from four different countries, we found that these differences about the concept are not only due to individual characteristics, but also to cultural contexts. To illuminate this finding the study was focused in four countries classified in different levels according to Hofstede's dimensions (at the extremes and in an intermediary level).

6. Recommendations

Although an increasing number of studies have stressed the importance of educating towards ethics and sustainability issues, we have observed that most universities tend to respond slowly to this social need. In this sense, teachers are not concerned with creating future leaders with an ethical conscience that implies being sustainable, but rather they focus on teaching the curriculum. Sustainability and ethics are thus still not part of their agenda. Nevertheless, either through public policy or social pressure, some universities (essentially in countries with stronger social commitment) have started to adopt and weave sustainability issues into their curricula.

It is evident that universities need to re-evaluate the role that professors play in higher education beyond teaching specific contents. Additionally, attempts must be made to find methods to uniformly implement ethics in business education across the board in business schools. Our findings support the thesis that sustainability should not be left to one specific discipline, but must be fostered and encouraged within each module with the aim of developing future leaders in sustainability. Ideally, universities should enhance the role of teachers in different cultures and create common sources of action. Thus, educating teachers and training them with the aim of implementing new paradigms should be the first step in this journey. Thanks to their role, they could ensure that the ethics and sustainable values of present and future generations will be enhanced.

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4.3. Professors' perceptions about students' plagiarism: the same concept in different countries?

ABSTRACT: University students' plagiarism continues to be a problem at the global level. But despite its repercussions on the development of essential ethical values and academic quality in general, research so far has focused more on analysing the amounts of plagiarism cases registered in universities, the ways to prevent and detect it and the motivations to carry it out. This study, however, goes further and, after arguing that culture is a crucial factor in the conceptualization of the phenomenon of plagiarism, analyses the perception of professors in different countries as a social and cultural construction. A qualitative approach is used, putting forward the words of 81 professors from 6 universities in 6 different countries (Ireland, Italy, Sweden, Spain, South Africa and India). Through semi-structured interviews, a diverse understanding of student plagiarism is identified. The findings show how, despite having a certain consensus on the general concept of plagiarism, there is a relationship between professors' cultural background and their specific perceptions of the phenomenon and how it materializes. Thus, the messages they receive from their own environment and the cultural context in which they practice their profession can increase ambiguity and complicate the difficult task of dealing with cases of plagiarism within universities. The article discusses the corresponding implications for university institutions and for professors as individuals.

KEY WORDS: Student plagiarism, academic integrity, professors, culture, national background, higher education, perceptions, international context.

4.3.1. Introduction and state of the art

University students' plagiarism is considered a serious problem in the academic environment that triggers concern and anxiety among professors, students and the educational community in general (Park, 2003).

Current research on plagiarism shows that this phenomenon not only hampers the proper development of core ethical values such as honesty, integrity, personal effort and the respect for the work of others, but also threatens the highest standards of quality and integrity in education (Park, 2003; Stuhmcke et al., 2016), and places the credibility and validity of academic degrees, as well as student learning (Jereb et al., 2018) in serious doubt. These and other negative consequences of plagiarism have generated an increase in studies on this topic, which have focused mainly on examining the motivations that induce students to plagiarize (Bennett et al., 2011; Risquez, et al., 2011), ways to prevent and detect it (Beute, et al., 2008), students' perceptions (Chien, 2017; Ehrich, et al., 2016; Hu & Lei, 2015) and comparisons between students and faculties' attitudes and perceptions towards plagiarism (Kidwell et al., 2003; Yazici, et al., 2011), among others.

Despite the extensive literature on plagiarism, few studies have examined it from the professors' perspective (Bennett et al., 2011; Kwong et al., 2010; Marcus and Beck, 2011) as central agents in the detection and management of this problem (Gottardello et al., 2017). Even less have focused on what professors know by plagiarism, and on the common understanding that there is a conceptual homogeneity when faculties refer to university students' plagiarism. On the other hand, among the few previous investigations that explore their comprehension of this phenomenon, it is observed that there are professional and individual factors that can significantly influence how they understand and manage it. This implies that there is no commonly accepted definition of what plagiarism is (Borg, 2009; Flint et al., 2006). In relation to professional factors, some professors from different disciplinary fields do not understand plagiarism in the same way, since their definitions are influenced by the values assumed within their area of specialization (Flint et al., 2006). In addition, depending on the type of contract, part-time faculties are less likely to perceive plagiarism and academic integrity as a problem, compared to full-time faculties (Keith-Spiegel et al., 1998). Regarding individual factors, the way to understand plagiarism as a more or less serious problem may also depend on gender or time they have been working at the university (Simon et al., 2003). Thus, women and junior professors seem to perceive plagiarism in a less serious way and are less likely to act, because they find themselves in more precarious work situations. This would lead to less involvement in ethical issues since they have little confidence in the

university to share their ideas or support them in conflictive cases, such as situations of plagiarism.

This variability of perceptions becomes much more complex if we examine this phenomenon taking into account the cultural context. In this sense, the perception of faculties can also depend on the culture and the national context (Hu and Sun, 2017). It should be noted that not all cultures have a definition of plagiarism according to the generally accepted Western definition (Park, 2003). In fact, some authors suggest that plagiarism represents a concept built both socially and culturally, and is the result of the different values and beliefs that make up the creation of knowledge (Leask, 2006).

The connection between plagiarism and culture has traditionally been analysed and developed in research related to the underlying motivations that lead students to plagiarize. For example, Lund (2004) argues that, in cultures influenced by Confucianism, copying textually is not considered a bad practice but a form of respect and humility towards a scholar. Diekhoff et al. (1999) observe that Japanese students plagiarize more than Americans and that they do not consider plagiarism as a serious problem. Other authors confront Western and Eastern cultures, stating that Asian students are more likely to plagiarize (Sowden, 2005; Martin et al., 2009). Similarly, the literature pertaining to the field of psychology and social communication assumes, in a general way, that cultures differ not only in the way to use information, but also in the way to perceive and build knowledge (Cole and Bruner, 1971; Witkin, 1967). However, there is a lack of comparative studies on professors' perceptions of plagiarism, let alone, considering the cultural variable.

The culture variable is, therefore, of utmost importance if we also take into account that the university moves in an international and global context. Both students and faculties move between different countries to study, work or carry out research. In addition, by its nature, the university is universal; its origin derives from the Latin word *universus* which means "all together". Because of its universal nature, it can be presumed that all individuals in the university environment understand and think similarly with respect to plagiarism. However, each university is framed in a different national and cultural

context, so that the direct or indirect effect that these contexts may have are worthy of scientific attention (Barnett, 2005).

Thus, this study focuses on exploring professors' views about the concept of plagiarism of university students in different cultural contexts in order to identify and understand in depth these possible divergences. Namely, it seeks to analyse how they understand plagiarism according to the context and the social and cultural relationships that surrounds them. Despite being an important issue, no study to date has focused on how culture can influence the perceptions of professors.

Studying the perceptions of university professors is important because their attitudes shape their behaviours. For example, Bechtel and O'Sullivan (2007) point out that professors' beliefs can serve as a key factor in implementing changes in their teaching programs and practices. This translation of perceptions to practices is crucial, since in the context of plagiarism it has been shown that the design of evaluative activities can influence plagiarism rates (Gómez-Espinosa et al., 2016).

4.3.2. Materials and methods

To understand the influence of culture on professors' perception about university students' plagiarism, we conducted an empirical analysis with a qualitative methodology to obtain a holistic and in-depth view about the what, how, why and when (Longhurst, 2003) from a socio-constructionist perspective (Gergen, 1985). According to social constructionism, the way in which participants understand the world is a product of the context in which the person relates to the prevailing culture at a given moment, and not only of the objective observation of the world (Gubrium, and Koro-Ljungberg, 2005). It is precisely this subjective understanding that is intended to be captured in this study.

4.3.2.1. Participants

The sample of the study is composed by 81 professors from 6 different countries and universities (45% men and 55% women, with an average age of 42 years and an average

of 11 years of work experience). The fieldwork consisted of semi-structured interviews: 17 in Ireland; 10 in Italy; 11 in Sweden; 21 in Spain, 11 in South Africa and 11 in India. The sampling was intentional and it was established as a criterion that each of the professors was from the faculty of economics and business to avoid that the observed differences were due to other factors that the literature has identified, such as the discipline and the field of knowledge, rather than culture, which is the objective of the study.

The principle of theoretical saturation was applied to guide decisions regarding the sufficiency of data. Thus, the interviews were stopped when it was considered that the collection of additional data did not add value to the findings (Strauss and Corbin, 1990).

4.3.2.2. Process

The interviews were conducted between April 2017 and October 2018, *in situ*. All interviews were recorded and transcribed, assigning a code to each participant to respect their anonymity, and they were analysed with the support of *NVivoII*. The interpretive nature of the subject required an inductive approach (Thomas, 2006). That is, instead of looking for predetermined patterns, the themes emerged from the data as the authors constructed the meaning of participants' responses (Patton, 2002). To improve the validity and credibility of the study, the triangulation criterion of researchers was applied, since the first interviews of each country were analysed separately (Creswell and Miller, 2000). Finally, the method of "constant comparative analysis" was used, in which the authors first analysed each interview individually, and subsequently carried out a comparative analysis between interviews from the same country and from different countries (Miles and Huberman, 1994) with the objective of identifying relationships in the perceptions of the interviewees.

4.3.3. Results

The results analysed show the existence of similarities as well as differences in the perception of professors from different cultural contexts with respect to the concept of university students' plagiarism. Table 4.2 presents and summarizes these similarities and differences (left column), and offers some literal quotes from the interviews (right column), identified in its first three letters with the respondent's country.

Similarities	Verbatim quotation
General definition of plagiarism, similarity of perceptions	IRL1: Copy the work of another person, use the work, ideas, and words of another person and pass it off as their own, without citing it, without sufficient recognition, as well as without including a reference. SP3: Copy ideas from other authors without acknowledging their authorship, without referencing them, copy literally works or words of other people also without indicating the origin.
Awareness that plagiarism is a cultural phenomenon	SW1: I think it's a cultural issue because ... our Swedish system puts a lot of effort, but ... in Greece, for example, many years ago, there was a law that had to be carried A helmet on a motorcycle, but nobody used it because it's cultural ... In Sweden we follow the rules, if they tell us to put the helmet on, we all do it. Well the same with plagiarism. IT1: Plagiarism is a cultural issue, in other cultures, it is not frowned upon. Here in Italy, we consider it a serious act, our students are competitive, while students from other countries ... plagiarism is not something frowned upon ... like Asians.
Differences: dimensions of the plagiarism concept	Verbatim quotation
Meanings: Robbery vs. lack of interest	SA3: Plagiarism is stealing, and it is something that reflects our political situation, the problem is that in the business school it is growing and it is also growing in politics and in the private sector. It is to improperly appropriate the material of others is to deceive or steal the work of others and pass it off as their own. IT2: It is a lack of curiosity and interest in what they do ... it is due to the sense making that one gives to what he does. If you think that this writing activity is not important, but is an obstacle that is not relevant or interesting, then the idea of plagiarism is there.
Practices: Copy of others vs copy of oneself (self-plagiarism)	IRL14: I had this discussion with people who were academics. Is it plagiarism if you reproduce your own text? I do not know ... I'm not sure if it's plagiarism. IND3: When one presents a work from last year, it is deception; You are deceiving others and yourself because, you see, you do not learn anything new. IND5: If we copy others we are talking about plagiarism but not, if you copy yourself not, there must be the act of appropriation of things from others.
Intentionality: Conscious vs. unconscious	SW7: For Swedish students, it is a conscious act, they would definitely know that it is considered plagiarism or not, and they know it from primary.

	IT9: There is unintentional plagiarism because they do not know how to put the sources and unintentionally plagiarize. Another thing is if they copy in an exam where there is always intention.
Problem: Individual vs. institutional	IT7: If there is a definition of what plagiarism is or is not, in the Athenaeum there is an explanation and a program, but later. in practice, at least in our department the thing is not automatic, they take it for granted, but the division of roles is not clear ... that is why I prefer to refer the case to the disciplinary department. SP07: What I do is manage it myself, who could help me but? Once I reported a student's case, but it was as nothing. I saw plagiarism, but they did not see it as plagiarism, it is difficult to prove because it is not clear what is not plagiarism. In the end, they did not do anything ... I lost my time.

Table 4.2. Similarities and cultural differences in professors' concept of plagiarism.

Own elaboration.

4.3.3.1. Similarities

The initial analysis of the data suggests that professors perceive plagiarism in a very similar way. However, these similarities are restricted to the more general aspects, generally known and also indicated by the literature such as paraphrasing, copying and pasting or not citing and adequately referencing the information.

a) General definition of plagiarism: similarity of perceptions

In relation to the general understanding of the concept of plagiarism, the data suggest that all participants perceive plagiarism in an apparently uniform and homogeneous manner. Thus, they define it as the action of using, copying, appropriating or attributing the merit of ideas, phrases or words of others without referencing, that is, without recognizing the authorship of the original source.

b) Awareness of plagiarism as a cultural phenomenon

Another common aspect that can be seen in the interviews is professors' own awareness, who consider plagiarism as a cultural phenomenon, in the sense that culture influences it: They see that student plagiarism is an intrinsic element of the culture of a country, fostered by values and practices that shape and encourage the behaviour of people in a

given context. In addition, a high degree of stereotyping is observed, with respect to the plagiarism behaviour of students from different countries to their own.

4.3.3.2. Differences: dimensions of the concept of plagiarism

A more detailed observation of the data reveals that, in spite the similarities in the way of perceiving student plagiarism, there are numerous differences according to the country of the professors interviewed. Furthermore, the analysis of results managed to bring these differences into a series of dimensions (Saldaña, 2015) about the concept of plagiarism. These dimensions, summarized in Table 4.2, facilitate a more nuanced understanding of different visions and are developed below.

a) Meanings: Theft versus lack of interest

Most professors in Spain, South Africa and India attribute plagiarism to the concept of theft and metaphorically compare it to fraud and the misappropriation of objects or contents of others. Here the professors emphasized that the act of plagiarizing consists of stealing in a premeditated and conscious way the words or ideas of another person without authorization, making the original author lose the value of his/her intellectual work. Participants also highlight the link between their perception of plagiarism and theft or other unethical actions in their own countries such as political corruption, harassment and even, as they claimed in South Africa, violations. The interviewees consider that plagiarism is not a universal problem, but rather a problem that is correlated with a context that allows certain attitudes, both in the private and in the public sphere. This means that students and people act unethically. For example, most professors in Spain and South Africa declare that plagiarism is a cultural problem and that in their environment there is more incidence of corruption and bad practices. This means that plagiarism can also be defined as a theft and as a cultural aspect, since it is a mirror of the constant frauds that are experienced in politics and in daily life in their country, which does not happen so much in other countries. Faculties also indicate that a culture such as yours, more permissive, can create a generalized feeling that plagiarism can be lawful or at least permissible. Therefore, if students see their politicians plagiarize a doctoral thesis or a

speech, or steal money, they may be influenced by these attitudes and engage in plagiarism.

Other professors in South Africa indicate that plagiarism takes shape as a behaviour comparable to the unethical behaviours that exist in some ethnic contexts, such as, for example, the lack of respect for established norms. Accordingly, South African professors explain that for some ethnic groups (blacks) the fact of copying, stealing phrases in the university or objects in the street, abandoning their women or joining gangs, are interconnected. In India, others consider that the breadth of the country means that in some regions there are cultures and ethnic groups where the concept of integrity and respect for values is different in different parts of the country.

The interviewees in Sweden, Italy and Ireland, however, conceptualize plagiarism differently. While professors in Spain, South Africa and India consider plagiarism as an act comparable to fraud and robbery, in Sweden, Italy and Ireland most professors speak of plagiarism as a lack of interest in rules or ethical values, and they agree that their own culture tends to act more honestly than others in the academic field. In this context, ethnocentric perceptions and interpretations are evident, in which the majority of Swedish professors and some Italian deem their own culture as a frame of reference and a context to compare and explain similarities and differences between their own culture and that of other countries (Cushner and Brislin, 1996). Thus, they explain how plagiarizing means disregarding the rules, and stereotyping students from other national contexts, assuming that their greater degree of permissiveness can cause people to act in a less respectful way with the standards established by a normative system.

b) Practices: Copying others versus copying oneself (self-plagiarism)

The study also analysed the specific practices in which professors considered that plagiarism materializes. It should be noted that there is great variability, not only between countries, but also between professors from the same country. One of the practices that gives rise to a greater confusion is that of self-plagiarism, that is, the use of previous

works to present them in an equal or similar way in other subjects. The uncertainties about this practice are widespread: Almost half of the participants state that the re-use of their own material, already presented in the same or another subject represents a dilemma. Thus, for example, a professor expresses his uneasiness and compares this form of plagiarism with stealing his own objects in his own home and states that probably from an academic point of view of is an ethically incorrect practice but at the same time it could not be considered a crime. Some faculties say that when this type of plagiarism is found, they try to exchange opinions with their classmates in order to understand if this practice constitutes plagiarism and that it is often difficult to give an answer, keeping this issue as blurred. Finally, other participants argue that this way of acting is undoubtedly plagiarism, but they note that it is not clear if students can be punished on these occasions.

c) Intentionality: Conscious versus unconscious

Another aspect that demonstrates the variety of conceptions about plagiarism is the issue of the intentionality (conscious) or not (unconscious) of plagiarism. In this respect, according to some professors, intentionality would represent a determining factor for the subsequent actions to be carried out after detecting an incident of plagiarism. Therefore, in some contexts, it would be considered plagiarism only when the student deliberately decides to copy, either due to lack of time, laziness or willingness to achieve better results (shortcuts). From the teaching perspective, it is difficult to verify when a performance is unconscious or deliberate.

The differences between professors in this dimension can also be grouped by country: according to half of the professors interviewed in Spain, Ireland, South Africa, India and Italy, the copying of ideas and sentences without paraphrasing correctly or without citing the original text can occur involuntary due to the lack of experience in the use of references or lack of knowledge about the importance of citing sources. Thus, they believe that the best way is to educate instead of punishing students, so that they learn the correct way to write and cite the information used. For these interviewees, the involuntary reproduction of the words and writings of other authors due to the scarce knowledge and experience on the importance of referencing could not be categorized as plagiarism but

as a lack of education and awareness of the appropriate way to work in the academic environment. However, in Sweden all professors consider that plagiarism is necessarily a voluntary act of cheating, stating that Swedish students should be aware of what it means to plagiarize, as they learn both how to write and the importance of authorship from the primary school. For this reason, they conclude that plagiarism is an intentional act and that in no case can one speak of involuntary plagiarism.

d) Problem: Individual versus institutional

Most professors declare that one of the difficulties associated with plagiarism management is the uncertainties derived from the contradictions between the professors' concept of plagiarism and the university definition of it. Professors in Spain, South Africa and India generally do not know if there is a definition of plagiarism or regulation in their university, while in Italy, Ireland and Sweden they know that there is a regulated definition, but at the same time they are not always aware of it (they say it can be found on the university's website, but they cannot offer the definition of plagiarism according to their university). In addition, the lack of a clear definition makes professors in Spain, South Africa and India treat the cases personally instead of informing the issue to the appropriate authority, since they do not trust that their superiors make right decisions with respect to the cases of violation of academic integrity. In Ireland (where there is a clear definition), professors tend to ignore and move away from official definitions and policies when they consider that are not adjusted to their personal interpretation. In Italy and Sweden, however, professors prefer to delegate to the competent authorities for their management when they face a plagiarism case. In all cases, in the end, the management of the problem remains at the individual level when professors consider that the official definition does not conform to their own ideas.

4.3.4. Discussion and conclusions

The findings of this research reveal how professors in the different countries under study coincide in the most general definition of university students' plagiarism. However, when it comes to giving a more concise definition of what behaviour constitutes plagiarism, its

meaning, intentionality and response, we note how culture influences professors' perception, playing an important role in shaping their beliefs and their way of thinking (Santoveña Casal and Bernal Bravo, 2019). Indeed, the different concepts explained by professors and the metaphors that derive from them, seem to be based on personal experiences and experiences with the world around them (Lakoff, & Johnson, 1980). Previous studies (Ding et al., 2008) indicate that cultural factors and the values of a society can affect professors' opinions about certain student misbehaviours. The present study, thus, contributes to the debate within plagiarism literature with respect to the influence of culture on perceptions, emphasizing countries with cultural dimensions very different from those traditionally observed in other studies (Oriental vs. Western). Furthermore, the study shows that both when there is an institutional definition of plagiarism and in the case it is missing, when there is a lack of clarity or agreement between the professors definitions and official definition, they prefer to manage by themselves the same cases of plagiarism. Situations like these can mean that similar cases of plagiarism do not have the same punishment or even remain without sanction. This would confirm what was affirmed by authors such as Marcus and Beck (2011), who considered it difficult to achieve a uniform policy if there is no consensus among all the professors.

The results of this study have a series of implications both for institutions and for professors and students. In terms of institutions, taking into account the high degree of mobility between countries of faculties and students of different cultures, these should create clear definitions and raise awareness about the importance of plagiarism to faculties and new students from different cultures. The definition of plagiarism need to be shared between different universities to reach a common agreement on what is plagiarism and how it should be managed. Indeed, it is surprising that, among the many common educational initiatives carried out in the context of the European Union, student plagiarism has not caught the attention of its transnational institutions. Professors need to understand students' cultural differences in order to help them adapt to the new system and, on the basis of clear policies, train and educate these students so that academic fraud is generally understood and avoided.

Finally, the students, who today move more and more in multi-cultural environments with the exchange programs, must understand the expectations of the host university, know that plagiarism assumes a global value for the community and adapt to the cultural contexts when developing their activities. While students are responsible for their own learning, academic staff and policy makers can and should facilitate the understanding of academic integrity to students and help them to become independent and ethical students (Gottardello and Pàmies, 2019). These results support the importance of providing instruction to all students, and show that when instructors do not have a clear and uniform understanding of plagiarism in all countries, they cannot be sure what students are learning about ethical decision-making.

For this reason, it is necessary to implement preventive and regulatory policies (Sureda-Negre et al., 2015) that help to create a uniform understanding in the academic community and achieve a quality education for all students of all cultures as well as a homogeneous knowledge about the behaviours considered plagiarism, thus achieving a sustainable education globally (Sutherland-Smith 2011). In addition, the copyright policy should rewrite old rules, so that they respond better to ethical codes and clarify the issue globally.

Future research should focus on studying how cases of plagiarism are handled in different countries, what policies are there and who are responsible for punishing them in each university. This would help to achieve not only a more homogeneous understanding of the phenomenon among all stakeholders but also create a common framework for action.

4.3.5. References

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4.4. European professors' role in preventing, detecting and managing plagiarism

After having examined the perceptions of professors with regards to students' plagiarism in the preceding sections, we now present the results that deal with their behaviours. In particular, we respond to the remaining research questions about their role in preventing, detecting and managing student's plagiarism, as illustrated in Figure 4.1.

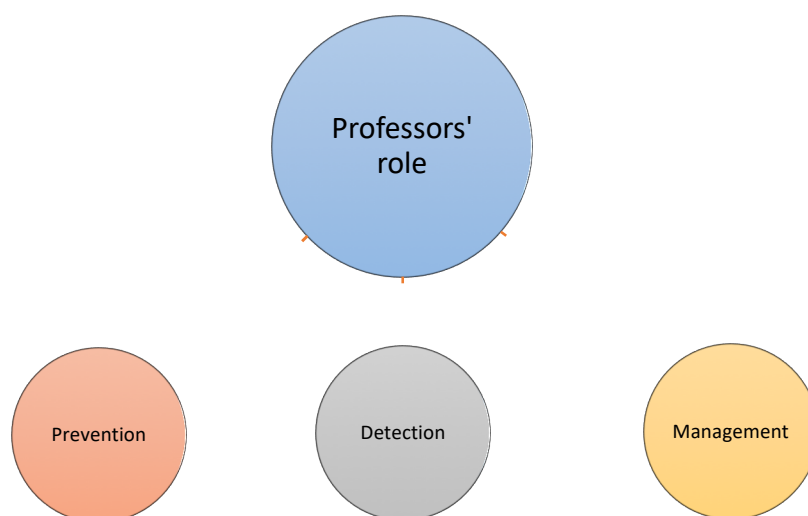


Figure 4.1: Representation of the phases where professors may act in relation to students' plagiarism. Own elaboration.

As explained in the introduction of this chapter, the analysis is focused on comparing just the four European countries of the fieldwork (Ireland, Italy, Spain and Sweden) in order to appreciate possible cross-cultural differences in professors' behaviours even within the European context. This sub-sample was made up of 59 participants, as can be observed in Table 3.1. in Chapter 3.

Quotations from the transcripts are introduced throughout this section in order to illustrate the points made. These are direct quotations in the cases of Sweden and Ireland, and translations into English from Spanish, Catalan and Italian in the case of Spain and Italy. Participants are presented through pseudonyms made up with reference to the country of

origin of the respondent (Spain [SP], Italy [IT], Ireland [IRL] and Sweden [SW]) and with correlative numbers.

4.4.1. The role of professors in preventing students' plagiarism

The first part of the analysis refers to the professor's role in the prevention of student plagiarism. Specifically, respondents were asked about the methods they use to prevent student plagiarism and their views about how their role may take shape. In response to the second research question (RQ 2), six categories were identified from the analysis of the interviews. Each of these categories correspond with types of professor actions that were more frequently carried out.

Figure 4.2. presents the codes and sub-codes related to this prevention role of professors, developed with *NVivo11* support.

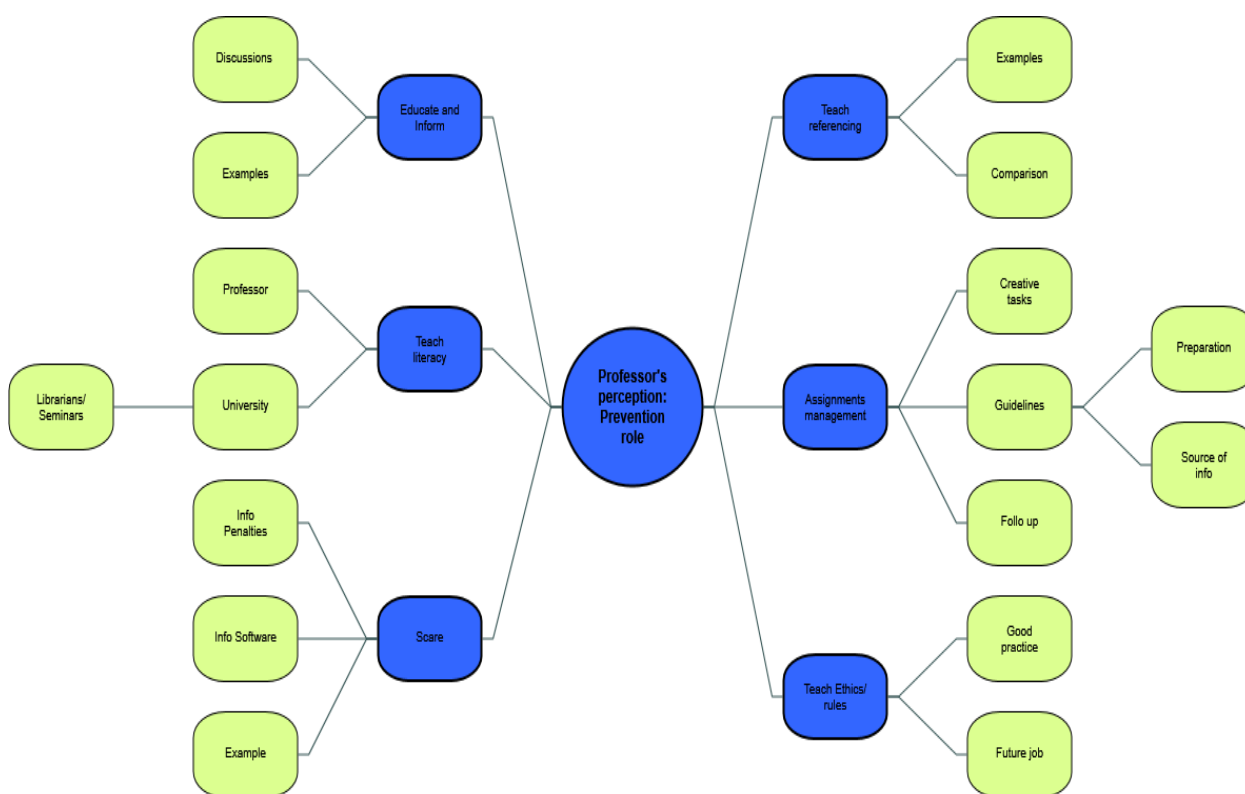


Figure 4.2. NVivo codes about prevention behaviours. Source: Own elaboration.

The results indicate that not every professor uses the same approach or has the same power to foster integrity and prevent plagiarism. Depending on the country, professors informed us that they choose one specific action over the other or a combination of roles in order to prevent plagiarism.

Several themes were common to participants in all countries (Table 4.3 summarize these themes, their similarities and differences). Perhaps most prevalent was the fact that all participants considered to have a key role in educating and informing about plagiarism. This was a prominent theme of discussion offered by all 59 European interview participants, which emerged immediately when they were directly asked about the role they play in preventing students' plagiarism. There was also an overall perception among all participants that the education / information within the classroom or just before the work order level is an effective way to prevent plagiarism. Participants highlighted that building an open debate in class is key to successfully avoid the occurrence of plagiarism.

Themes/Code	Sub-theme	Ireland	Italy	Spain	Sweden	Similarity Dissimilarity
Prevent plagiarism	Educate and Inform	x	x	x	x	Similarity
	Teach Referencing	x	x	x	x	Similarity
	Teach Literacy			x		Dissimilarity
	Manage Assignments	x	x		x	Dissimilarity
	Scare	x	x		x	Dissimilarity
	Teach Ethics/rules	x	x		x	Dissimilarity
	Prevention Problems	x	x	x	x	Similarity

Table 4.3. Themes, similarities and differences in plagiarism prevention. Source: Own elaboration.

4.4.1.1. Educate and inform about plagiarism

The majority of the interviewees acknowledged their general responsibility in the prevention of plagiarism on a voluntary basis and regardless of whether the university tells them what they have to do. Professors observed that their main role is to teach within the educational system and to achieve an education in all senses, and to this end, it is sometimes necessary to overcome the barriers that prevent students from learning. They explain that plagiarism is a barrier to learning and can be equated to any other type of academic impediment such as time, pressure, lack of access to information and negative experiences of learning and state that it is part of their job to transmit information about it. As one interviewee explained, students sometimes are not prepared to enter the university and lack an understanding about learning requirements either because they are international students or because they are new to the university system. However even if they may know about plagiarism from high school, it is always useful to remind them and inform them:

“Students don’t understand, especially when they are freshmen, when they are in the first year, or international students, we need to educate them even if they know, sometimes they know what it is but... I have an important role educating and telling not only that this is not ok, according to the rules, plagiarism is misconduct and a potential obstacle to learning, and I have to give reasons and inform, why is it that way, thinking that somebody could still their thought and that it is not ok, that is nice to show that you had read a lot and that you can by your own work built around yourself and you use the others to do that and... that is fine just that you don’t pick their thinking, because that is plagiarism, you think yourself and then you show that “yes, I have good control good knowledge of that” (SW, 10).

"It is my role to inform students about plagiarism, the fact that they should not copy the word of other people, this can be very useful in their degree" (SP, 20).

Professors’ responses indicated overall that educators are enabled to explain students (either when they understand/know or do not understand), the importance of acting in full compliance of the authorship without copying. This education makes them specially

qualified to prevent plagiarism. Given that universities are one of the few places where students learn a different way of studying and take contact with educational materials, professors have the opportunity to teach effectively in the class. Professors share the idea that it is necessary to educate a population of future professionals. Thus, this cannot be achieved with confidence that the students will learn all by themselves. It is important to teach them what plagiarism mean and that is not allowed in the academia letting them know that their actions can impact them as citizens of tomorrow (Floyd et al., 2013).

Professors are an integral part of the educational process and can help students to understand all aspects of education and plagiarism is included in it. In that context, for many of our participants, there are different actions and attitudes that are included in the education and information of plagiarism. Based on their responses we distinguished different sub-codes in this category (ways of expressing this kind of role) which are similarly repeated among professors in the four countries. Namely, one way to educate students about plagiarism consist of explain and *discuss plagiarism as part of the module* or even clarify the issue *in the final year* that is, educate plagiarism to students who are in the process to finish their work order level. Through discussions it is possible to notice that students' conceptions of plagiarism are very different from those of academics.

However, discussing these conceptions provides an opportunity to clarify misunderstandings and reinforce why plagiarism is unacceptable by allowing students to engage with the concept of plagiarism rather than simply imposing it on them. Discussing helps to create an atmosphere in the classroom that is conducive to learning and academic integrity. Some participants explained that, by informing about plagiarism, a student is never taken by surprise if the problem arises. Furthermore, it is possible to hold them responsible for maintaining academic integrity, since they are aware of the established expectations. These expressions can be illustrated by the following quotation from one of the professors:

“At the beginning of the module, I always spend like 5 minutes first to talk a bit to introduce the course and the exam, how long it will last, and I always mention that there should, you know what is plagiarism behaviour, which include copying etcetera

and all those behaviour that compromise integrity...They learn from your information, if you advise them they have no excuse to plagiarize, they can't tell you -I didn't know-." (SP, 5)

The narration above reveals that professors inform students about what is considered plagiarism in academia, giving detailed instructions and resources about it in the class curriculum, emphasizing the importance of integrity. In addition, they *provide examples of plagiarism* both in relation to past students' work that was plagiarized and in relation to examples of phrases that are copied with the aim to create a clear understanding of the meaning:

"I told them a story: I had a master student who was doing a research with me and she had done undergraduate at X and I don't remember there was a research proposal, any way the Turnitin report said that the methodology was plagiarized from a student X and I knew was her own because it was such a specific topic and there was the literature review and I knew that she was building on her early work so I was just able to tell the student have a discussion about how different it needs to be." (IRL, 20).

"During the class I show them a clear example of plagiarism, thus I remark them that that is not allowed and they should avoid in doing that." (IT, 5).

The emphasis on the important role of professors in the educational system demonstrates that they are fully aware their role includes educating about plagiarism. In that context, for many of our participants, educating on plagiarism primarily allows them to control students' misbehaviour and to prove how this function represents an essential aspect of a professor's job. Analysis of this category suggested that professors have an educational role and express their willingness to teach the significance of integrity within the academia and explain to the students that plagiarism matter is a serious problem and the way to avoid it.

4.4.1.2. Teach referencing

Many participants in the four countries seemed to think that educating about plagiarism means making sure that students are aware of it. Thus, talking about how they can avoid it through learning opportunities and practical examples, but also teaching how to cite properly. Interviewees converged on the idea that they have a clear responsibility to assist students in becoming proficient in academic referencing, considering it a pedagogical intervention when students do not understand how to use the work of others and struggle to select the correct citation format.

"I always tell them that they can consult, it's my pedagogy so they know, because indeed, the interesting thing about, ICT is that there are many things, a lot of information and a lot of documentation on the web, but first verify the sources, not to read a thing that is wrong. Secondly, they need to indicate where they have extracted that expression, that is, they have to read it first, understand what they are doing and then express it, no? But it is also not simply a copy and paste and say I do not understand what I have put it and put it in quotation marks, but understand that in the context it works and then how they have to reference, how to put the quotes."
(SP, 2)

"I teach students the proper way to reference the word of other authors, I mean is part of my job, of my teaching role, to explain the proper way to cite, and put the quotations into the phrases, and if they do not know and consult me I am always prepared to teach them this kind of things." (IT,10)

Similarly, many participants highlighted that the professor plays an essential role in teaching students to reference by explaining when and how to use quotation marks, rewrite the source text accurately and recognize the work of others. Students need to learn and practice these skills before they are asked to present their first assignment and the strategies to teach references can be very effective.

4.4.1.3. Teach literacy

The discourse on plagiarism education and the teaching of references was seen by most participants as a routine work but not the only one implemented to prevent plagiarism. Most professors in all four countries perceive that it is important to teach students to become proficient in the academic literacy practices. However, the analysis of this categories shows that some of the Irish and Italian professors and the majority of the Swedish (9 of 11) believe that going deeper into how to write correctly in order not to commit plagiarism is a shared responsibility, being also a mission of the University. More specifically, they emphasized that the university has a centre that offers courses in the first year (Sweden) or during the year (Ireland and Italy). These centres inside the university works directly with schools, departments, and individual faculty members to facilitate the writing skills achievement for both national and international students.

Moreover, they showed how the library was involved to instruct students on how to properly investigate and use the information they find. While they believe that the professor has a fundamental role by informing about plagiarism and how to cite, they highlight how their university supports students in the construction of knowledge through the services offered by librarians. In all these three countries, professors assert that librarians also teach the correct way to reference and provide educational programming to students about the use of Internet for honest research.

The professors explained that at the beginning of the course all the students participate in a talk which in some cases assigns credits. In those courses, a library official taught all about the way of writing and also have a web page to which they can check in order to develop their work. Here librarians are linked to the policies of the institution on behaviour and plagiarism and teach tutorials on how to write:

"The university, especially the library, does courses on the management of the bibliography, that is to say, how to search, how to cite the sources, how to reference etc., and within the various things there are like quoting pieces taken from articles and there is a part that is write to avoid plagiarism, everyone has to attend, they are

assigned credits to these courses, they also give us a guide that we then have to distribute to all students. In the courses, they are taught clearly how they have to write to avoid plagiarism such as paraphrasing, and then there is also given a guide, each department has its courses organized by the library And, in these courses, the department explains how it is done and it is of help for students above all for those who do not know, do not know that they are wrong. We also explain them but this is very supportive for us". (IT, 9)

Participants underlined how these courses are a useful support to their duty and they believe that sharing this role is a key element for make students realize the significance of developing their own knowledge and acknowledge the work of others. Some participants in Sweden explained that even if those courses are opened to all students they attempted to engage international students given that they are the ones that have major deficiencies in literacy:

"I introduce students that are new how to write, and tell them that the library in our university has a specific academic writing session. It is a mandatory course they take on, and also when we have international or exchange students, we also introduce courses on how we do, and provide students the University formal written material which explain what it is plagiarism. But also, when there are more elaborate courses in the University, we invite experts in this area to lecture students in the course, and know what can be regarded as plagiarism. We are sure they are provided with the information about how they have to write about literacy." (SW, 6)

However, professors show that when they detect a repeated difficulty among students (despite having taken part in these talks), they encourage students to sign up for a course offered by the library or to contact librarians.

Participants emphasize how the collaboration between professors and librarians in the prevention of plagiarism is an effective resource that allows student to complete their tasks correctly. Thus, consider that by teaching students how to cite sources, librarians support the teaching activity. Namely they take an active role in academic dishonesty issues on campus by helping students to develop their literacy skills. Some professors in

Sweden, Italy and Ireland perceived that professor's literacy instruction would duplicate the work of programs organized by libraries or writing centres that focus heavily on teaching literacy.

Literacy should be a key objective of all universities, and efforts against plagiarism a key component of any such initiative. In Sweden, for example, professors explain that librarians lead efforts to introduce information literacy programming into academic curriculum providing professors consistent insight into the students' seminars and encouraging them to promote these courses. Here participants demonstrate how the university has created opportunities for professors to work with librarians with the aim to incorporate integrity lessons into the curricula through an introductory course for all newly hired employees. It is there where professors acquire the necessary information to be able to later discuss in the classroom this option with the students.

In Italy, Sweden and Ireland professors show that libraries' and universities' support has made a very important step against plagiarism, reducing its occurrence. In Italy and Ireland, where the library also offers courses to students, information is provided to professors by email and some of them state that, the sheer volume of incoming email makes it difficult to give each message their full and undivided attention. This means some messages do not get all the attention they call for and that ultimately professors handle almost everything.

On the other hand, their Spanish counterpart emphasizes that they are also in charge of teaching students how to write in order not to make mistakes. Participants in Spain emphasize how they are dedicated not only to teach students referencing, but also to provide examples about proper paraphrasing that is, rephrasing the original text and create new meanings from the existing resources and validate the author's knowledge assertions:

"Through the year round, what I do is to give them classes on methodology, how to do a job, right? Not only as a reference. The works of others, but also how they have to paraphrase. So there the follow-up is very varied, because it depends a lot on the student, etc. And the ... in the final degree projects, because it also depends a lot;

there are students who do a lot of follow-up, other students who pass completely and ... the last day, that is, it is very varied but I follow them as they have written and if I have to tell them to modify sentences, they do not know how to write articles and I explain.” (SP, 01)

As we see reflected in these words, professors in Spain declare having opted to go through the methodology lectures with their students during a regular class session explaining not only citing and paraphrasing examples but also giving them a clear and transparent message about how to do their job and how to properly write, however they do no mention any support by the university on this respect.

4.4.1.4. Manage assignments

In comparison to Spain, participants in Sweden, Italy and Ireland highlighted that the teaching duty is also to set manage assignments in order to avoid plagiarism. In this vein, another important role stressed by the majority of the professors in Ireland, in Italy and in Sweden professors is the importance to design *creative assignments and give guidelines on assignments*. The first mean that students need to be given appropriate assignments that make them draw creativity from within, avoid using tasks from year to year. Some participants explained that assigning tasks on which it is difficult to find previous works often means that students are forced to think with their heads, thus ensuring the prevention of plagiarism.

“So, I said, ‘you have to takes these analytics techniques and you have to apply them,’ and I picked different things, like heritage or disabilities, because I knew, there wasn’t much written on the use of analytics and disabilities in, in the way I wanted it done. And the, the marking scheme was broken down, so it was very precise in terms of what they had to do. And then, it meant, it that if they did a google search there was nothing that they could automatically reuse, or find previous fellow’s works because it was application rather than taking somebody else’s work and, even rewriting it, it still wouldn’t answer the questions being asked. So, it was so specific, they couldn’t get around it.” (IT, 7)

After giving those assignments, participants asserted that their role is also to provide *guidelines on assignments* which entails different steps. First of all, *explain how to do assignments*. More precisely, professors consider that students are in a learning journey and because of that they need clear guidance about the requirements of the assignments. Professors tend to be clear about the nature of the task, the format, and even expectations for students' works and provides detailed and comprehensive information about how to complete and organize assignments. Furthermore, some other professors reported that they *explain where to find information* due to the fact students tend to give the same weight to all sources of information regardless of whether they are or not reliable sources. The following quotation summarizes these statements:

“Normally I explain them how to do ...since they didn't get it, or.... I catch it especially when they use those web sites that summarizes articles and might be ... taking short cuts and is like ...is tricky. Most students even don't know what an abstract it is ...don't know they are just reading they don't get it , text books are written for beginners by experts and journal articles are written by no-experts rather than experts, we try to get them away from text book when they try to do an essay and it is hard then taking short cuts to understand them better is not surprising that is probably why I don't get over angry because I think they are on their learning journey and they are gonna make mistakes in term of managing their times and understanding information and so on so that is why is my philosophy. I want to teach them and deter them and need to give instruction on how to do the assignments.”
(IRL, 9)

Most respondents in Italy, Spain and Sweden declared that aside from educating about how to do the assignments, monitoring is also necessary. More specifically they see if the students have understood what it means by *following up* and providing periodic *feedback* on their tasks, that is, an orientation to tackle the tasks and more comments about their work. They consider that Bologna system have required students to deliver partial assignments on a regular basis, hence integral feedback is essential for education about plagiarism. Instead of correcting the behavior at the end, when it is impossible to do a

new job, students need to receive more feedback on the tasks throughout the course. A professor from Sweden commented:

“I tell to do the assignment and I talk to them, I talk quite a lot and in most courses, we met students quite lot and we have tutoring meeting, hey have to hand in the project before it is finished in order we can see the progress and in that case I can tell them their mistake, and if they plagiarized...I can prevent them to submit a work plagiarized at the end.” (SW, 1)

Some participants also in Spain seemed to think extremely useful this approach and claim that prevention is not just at the beginning but also during the drafting process through a global management of tasks. Through clear instructions and concise follow-up, it is possible to improve and prevent cases from occurring.

4.4.1.5. Scare

A theme that was dominant throughout Italy, Ireland and Sweden cases was a fear/scare appeal. This issue gains a particular prominence in understanding the action taken by professors in order to prevent plagiarism as evidenced by the accounts of our interviewees.

The participants identified a number of ways in which fear messages could make a powerful impression on students who are at risk to plagiarize. Namely they suggested that a compelling dialogue and communication with students to arise fear in order to promote precautionary and self-preventive attitudes toward plagiarism can be very effective in order to avoid it. Through the fear stimulation it is possible to generate a change of attitude among students.

Thus, professors explain that they first present a threat (for example, "failing the exam, expelling them from the university") to which the student is susceptible (for example,

"copying from other students' work puts them at risk of failing or being expelled ") and that is serious (for example, "plagiarism can inevitably have a negative impact on their professional career and even in their future job prospects since they might find themselves without a degree").

Secondly, a search for "honesty conditions" is requested, recommending measures in this regard (for example, "doing the job well"). Such an action can be presented as effective to neutralize the threat (for example, "do the work well") and easy to execute (for example, "follow the instructions that we give you or go to the library"). These behaviours on the part of professor then gives rise to a plagiarism's barrier for students, which precludes them from acting against the rules:

"Italian law says that if plagiaries are punished with the exclusion of three months to a year and the penalty is more serious if the fact of having copied you have achieved a university degree, that is if you are going to have a degree but that is not because your merits that title... students are afraid that as a consequence of plagiarism they may run out of title because the law establishes that but also the rules of the university establish it. This is a very dissuasive element, and if repeat that ...they won't develop their future for which they have wagered so much." (IT, 2)

The participants also indicated that local students usually know the negative consequences of having a behaviour contrary to the rules. But they add that remembering the possible penalties can be more deterrent.

"Just telling them what happened last year for example with one of my students who cheated and was reported because the assignment was copied by another friend... I caught her because I uploaded the assignment on Turnitin.... you know, I always use it...that was very scary since they knew they were obliged to re-do the entire course." (SW, 5)

The professors mentioned different scare strategies in this respect such as inform about the *penalties established by the university's rules*, let them know *examples of students*

who plagiarized work of other in the past and the penalties imposed to them such as the impossibility to get the degree. Other even clarify the *use of tools to detect* showing the results of plagiarism detection software considering this method useful to understand the real significance of their own effort. In that context, for many of our participants, the more serious the threat is deemed to be by students and the more vulnerable students feel to that risk, the higher the fear experienced by them.

On the other hand, Spanish professors do not mention this way of preventing plagiarism.

The experiences of the respondents in terms of how they prevent students' plagiarism highlight that the role a professor plays in the classroom is not just to teach knowledge to students. In reality, university professors also participate actively in the development of students' behaviours and explaining the importance of plagiarism and preventing of it. This meant being professors involves exercise a wide range of functions and take on different roles:

“In a university, your job is to teach people and part of teaching them is about helping advising and guiding about plagiarism about many things about to get sources about how to write etc. that is part of your job they do not come to you as a finished product if they were a finished products they won't need to come to the university, you have to help them advise and guide and educate them and that is part of your role so.”
(IT.2)

4.4.1.6. Teach rules and ethics

Professors in Sweden, Italy and Ireland demonstrate the benefits of linking discussions about plagiarism with professional ethics, other positive behaviours are modelled for students as "interdisciplinary collaboration". Thus, we created this code after having reviewed relevant literature about teaching rules, ethics policies and codes of conduct and resolved that all those roles could be gathered by the name of "teach ethics" (Weed, 1998). The name most commonly used for this initiative is teaching ethics and it involves educating about rules and codes of responsible conduct for good scientific and professional practice. Participants recognized the value they place on teaching ethics.

Many of the statements and activities carried out by professors is let students *understand how to act ethically and observe good practice*, thus sharing knowledge on the importance and meaning of ethics behaviour in the university.

According to professors, teaching ethics involves inform about codes of responsible conduct, rules or guidelines for good practices. They think that students need to be aware of possible ethical risk that can arise from the ignorance of what represent plagiarism and professor role include train students about proper practices. Professors stated that they explain students why misappropriation are deceptive practices not only in the academia but also in the workplace and in addition inform about the need to develop honest rather than dishonest practice since this can help students to put the acquired knowledge into practice in their future job. The following quotation from one of the professors describes his role in teaching ethics:

“it is my job because it is part of my role as a trainer to explain that there is a way to act and to respect the rules and act ethically, and indeed I always try to explain them how their unethical behaviours such as plagiarism could also affect their professional life. When they will be employees they will have no possibility to copy the annual account or some reports.” (IT 13)

In the absence of strong enforcement of rules and ethic consciousness, they express lack of belief in progress towards plagiarism prevention. In that context, for many of the interviewees, the solution lies in professor pressure exerted upon students in order to increase rules understanding.

Respondents argue that perhaps even more important than plagiarism instruction is to teach students the importance of being responsible for the information they find on the internet. The professors concluded that the best way to prevent plagiarism is to participate in the courses that teach them how to write so as not to incur plagiarism and explain its meaning. Requiring activities that help students interact with the text and give them a meaning helps them personalize the information. Finally, they explain the need to talk

with students about what the expectations are, transmitting the message about ethics and the message about the consequences in case of non-compliance with expectation.

4.4.1.7. Prevention Problems

We also asked professors the obstacles which they are facing in preventing plagiarism. Almost all the faculty members in the four countries indicated that the main problem is time. The time that can take to explain in their classes what plagiarism is, but they see that their responsibility is to ensure educational quality.

"I know that I am responsible in the stage of prevention, we have a regulation and codes and everything in place, however I do not have total, total, total authority in that because the regulation and so on... and I lack time and sometimes...I cannot cope with everything." (SW, 7)

However, in Spain many professors mentioned, on the one hand, the lack of time due to pressure to publish and the workload involved to prevent and, on the other hand, the lack of rules on this aspect. Or as a member commented:

"At the moment I'm acting alone because I do not have a determined action to prevent from the university, so everyone in their subject does what they want, some talk about it, others do not, at least I do not see that there is a position, shall we say, that is official or of the department or of the faculty to prevent..." (SP,11)

The narration above reveals the need of the institutional support to prevent plagiarism so that they can create prevention courses and materials because the lack of regulation about what they have to do generates doubts (unlike professors in Italy, Sweden and Ireland) and implies that each one acts according to the own judgment, preventing or even in some cases not preventing plagiarism.

4.4.2. The role of professors in detecting students' plagiarism

This section addresses the question about professors' role in detecting students' plagiarism. Codes and sub-codes extracted with *NVivo11* are presented in Figure 4.3.

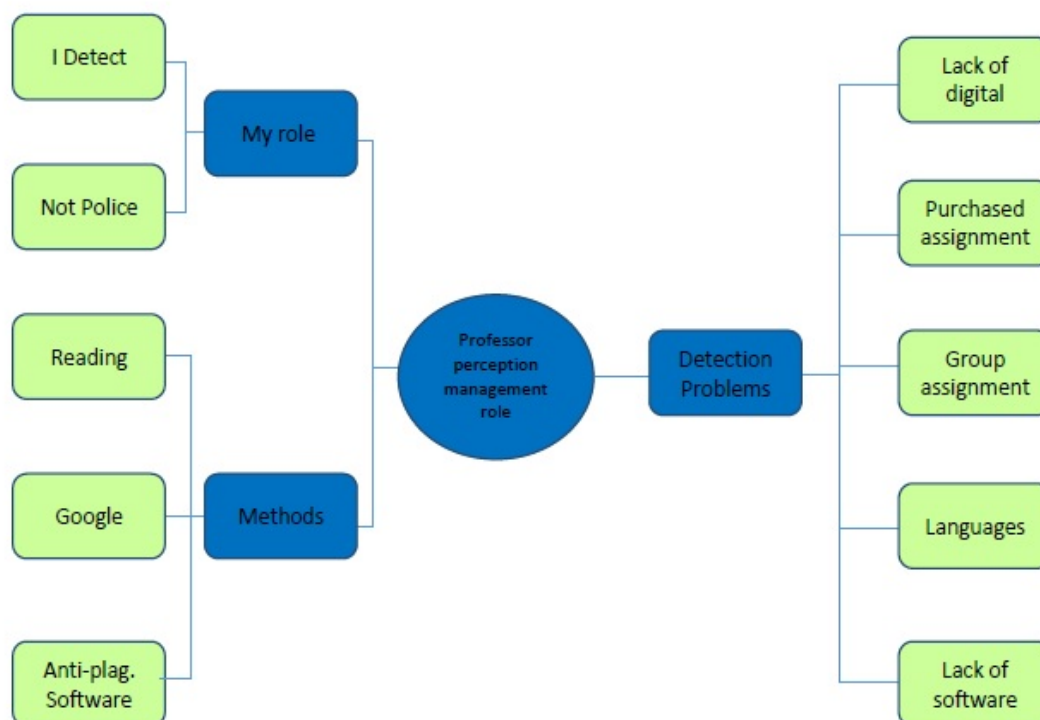


Figure 4.3. NVivo codes about detection behaviours. Source: Own elaboration.

Table 4.4. summarizes themes and sub-themes with a focus on the similarities and differences found in each of them.

The main topic on this question about centred around whether the detection of academic misconduct was routinely monitored by professors.

Themes/Code	Sub-theme	Sub-theme	Ireland	Italy	Spain	Sweden	Similarity Dissimilarity
Detect plagiarism	My role	I Detect	x	x	x	x	Similarity
		Not Police			x		Dissimilarity
	Methods	Reading	x	x	x	x	Similarity
		Google	x	x	x	x	Similarity
		Anti-plag. Software	x	x		x	Dissimilarity
	Detection Problems	Lack of digital competences	x	x		x	Dissimilarity
		Purchased assignments	x	x	x	x	Similarity
		Group assignments	x	x	x	x	Similarity
		Languages	x	x	x	x	Similarity
		Time	x	x	x	x	Similarity
		Lack of software			x		Dissimilarity

Table 4.4. Themes, similarities and differences in plagiarism detection. Source: Own elaboration.

4.4.2.1. Detect: My role

Most participants in the four countries declare that they try to detect plagiarism (*I Detect*) considering it an assistance strategy to improve the quality of education. There was a perception among most interviewees that it has become necessary to be vigilant in this issue because of its growth in the last few years.

"There are more cases each year and year after year and... we need to find out those cases, we make evaluation and to do that you have to find what is ok being

very vigilant in that. I would say that the act to correct students task allow you to find possible plagiarism, if you do one you do both." (IT, 3).

The strong expansion of assignments that require investigation and search for information on the internet was seen as one of the reasons why plagiarism is more frequent. According to professors, since it is necessary correct the assignment is also essential to find out irregularities in these assignments.

"It's always increasing and As a professor I am in charge to carefully monitor and discover and find cases of plagiarism in students assignment, but that's it... I am not a police." (SP, 21).

However, after carefully observing each country it was identified that in Spain, for example, the interviewees generally do not agree that professors must act as "Police" when they perform the correction of the works (*not police*). These statements would contradict the above ones. On the one hand, professors declare to detect plagiarism routinely and they agree that their function is to find it. But, on the other hand, they affirm that they are willing to assume only the responsibilities they perceive as central to their role. That is, to carry out the process of correction of exams or assignments but not to spend more than is necessary for detecting. Although there is a general tendency to consider that surveillance is part of professor's responsibilities, Spanish respondents consider that detection is the responsibility of the university, which must provide the means to detect it. As a result, they ask to play only the functions they perceive are fundamental to their role in the correction process but are not willing to use their work time to seek plagiarism. The following quotation exemplifies the two sides:

"I don't pretend to be a policeman and detect all the copy ... Then in our field such a software would be fine, that one could say look, I suspect that there is something here that I do not...., and I suspect or because I have already read it, because I am a professor and, therefore, I have a training and I have to read a lot of this topic and this sounds like... I have read it and, therefore, I can use a source and see if it is there or not there, right? Or copy it, this is a waste of time... but my time is not unlimited and I need the university to be responsible for the detection facilitating tools and

giving me more time. If they help me I do not have to do anything else, just correct if the work is well done." (SP, 16)

Spanish professors find that it is fair to detect, but if the university demands them to assume that responsibility, it must provide the material and the time for its accomplishment. The university cannot assume that professors have that responsibility. In this context, for many of our participants, the solution lies in the implementation of programs that automatically detect plagiarism and lighten professor's workload (*lack of software*). In Ireland, Italy and Sweden professors are considered primarily responsible for independently supervising students and identify plagiarism and the implementation of control is aimed at verifying the accuracy of students' assignments, creating an appropriate tone at the top. Thus, they highlight that the results of detecting plagiarism make the effort worthwhile, considering that it is a matter of fairness and justice to find plagiarism.

"I think so is also ...first be consistent and then an issue of fairness and if didn't check for these things we would have people around here with grades not because they worked hard but because they have cheated and that is not fear to me when students put lots of efforts into their stays and they work are really hard and they shouldn't be compared with those students that have not put their own effort on the thing." (SW, 2)

4.4.2.2. *Detection methods*

The interviews show that the traditional vehicle to detect plagiarism in the four countries is the reading (*reading*). There are different red flag indicators of plagiarism, among the most common are the memory and familiarity of the work, the changes in eloquence in the discourse or the changes of tone throughout the assignment and the different characters.

In general, participants point out that the alarm sounds when they notice that the assignment has a similarity to another that they remember having seen before. Most of the time, according to Spanish professors, this happens because many of them repeat the

exercises years after years. Thus, when remembering some concrete assignments, suspicions of plagiarism begin to emerge. In Ireland and in Sweden respondent talk about similar task in the same course, stressing that they assign varying task years after years. However, sometimes the students copy the works between them even without the consent of the students who have been copied as underlined by an Irish professor:

"And I see a... kind of queer language and I realized that the structure of the answer was quite similar of somebody that I was reading previously. And then I realized that this last student had stolen the USB of another student." (IRL, 3)

A red flag in all countries, the eloquence both consecutive and sudden in the speech, that is, the work appears unusually of high quality. Most of the time, professors find out plagiarism because the document reflects a capacity that goes beyond the student's own in that year of course, or even because the level of English is higher than expected. This happens especially in Ireland and Sweden where the vehicular language employed is English. Professors know their international students' capacities due to the follow up process and the partial deliveries as their task progresses. At this point they can remember the language ability of the student. Others claimed to have detected plagiarism by the combination of different characters in the sentences, which gave rise to an uneven text. A participant explained how this drew her attention:

"Usually it is very easy in the sense that it was an entire block taken from a new story on the internet so it looks a new story and they didn't even edit it, it was just literally copied and paste, the font was different, they didn't even try to blend it into the rest of the assignment so it was a topic about self-employment in construction and they copied and paste a story about this in one company from internet so it was like... and there were smaller characters and grey characters." (IRL, 1)

The experiences of the respondents in terms of how they perceive plagiarism is taking place highlight the need to require students not only to hand the printed copy but also upload the assignments to the email since a copied text can contain hyperlinks that coincide with the original source.

On the other hand, they affirm that being fully confident in the reading supposes a great responsibility since sometimes plagiarism can be imperceptible. Participants also claim that some of them are more vigilant than others and some are more able to remember sources than others and hence detect plagiarism. Therefore, reading the assignment can compromise treatment fairness and academic standards:

“It is about... read it calmly, each one of the works. But to understand what the student is doing. And while you are doing that you want to properly understand the work, you open the alarms see that there are very well written sentences, but not all of us look at this carefully and you can escape and this means that not everything is treated in the same way.” (IT, 9).

For this reason, when there is a suspicion of plagiarism, it is possible to use Google to check if there are previous sources in the internet (*Google*). The participants declared that the fact that students make use of the computer to perform their assignments, has allowed them to easily copy and paste the phrases in the search engines to find possible matches. This is also the only form of detection applied by Spanish professors, where at the time of the interviews, they had not implemented alternative detection systems such as anti-plagiarism software (*Anti-plag. Software*).

Indeed, to further examine the differences between the four countries towards various detection methods, professors were asked to indicate which other methodology they used to find plagiarism among students. In Sweden, Ireland and Italy professors also mentioned anti-plagiarism software. But here, despite having these plagiarism detection software, they also include google among the most immediate tools for the detection of plagiarism. When asked which search tool was easier to use, the majority of professors in Ireland, Italy and Sweden stated that Google has the capacity to help them, to easily identify a particular source and their familiarity with the tool, yield immediate results. The professors explained that Google is also easier to manipulate in terms of putting different combinations of words to find what you are looking for and their daily available:

"I simply google it. It was a similar situation, where he did with a quite good English, so the thing that plagiarized were of very good quality. So, you could see it. It was obvious, I did not open Urkund, since google is always there. Sometimes you have to spend time to analyse the Urkund report and if you don't know to use it properly it can take times, you need to be proficient in the software and not all of us has technological competences. So, since was quite evident I just decided to google some sentences. But I consider is not the most... precise way to detect, is probably the easiest but not precise and consistent, thus there is the software." (SW, 03)

As the above quotation highlights, by simply googling a sentence it is possible to find out matches. However, the detection software is more consistent with respect to the personal evaluation or Google and more precise search capabilities. Among the programs mentioned by the participants are Turnitin or Urkund, which verify and compare the existing documents in the databases with the papers presented by the students. The software provides information about the percentage overlaps with the documents previously stored in a database and other online sources. The data also reveals that having sufficient proficiency and knowledge skills on the anti-plagiarism software is equally important in developing the ability to detect it as any other type of digital tool.

"Facilities must be given. It's like, I see it a bit like saying look, we bought a digital whiteboard? Are you going to explain to me how it works, will you tell me where the manual is, will you give me a course, will you teach me examples of how to use the digital board in case I am ...?." (IT, 3).

In support of this, several professors in Sweden and in Italy, pointed out that at the beginning when they start using the software without previous experience it is difficult to extract and critically analyse the information provided. The lack of digital competences (*lack of digital competences*) for the safe and critical use of this tool represent a *detection problem* since prevents all professors from knowing how to use it appropriately and to fulfil its primary objective of detection.

Some professors highlighted among the greatest difficulties accessing the system, searching for coincidences and analysing them correctly. Hence, they evidence the importance of integrating training on the use of this digital technology in professor

training programs with the purpose of assuring an equitable treatment. Unlike Google that is of immediate access, professors highlight the inconvenience of having to upload the work themselves so plagiarism can be detected which turn out to be time-consuming.

"You upload it because, so you make sure you find it but in reality, you lose a lot of time, first because you have to wait for the program to open, then you have to understand how to upload and then, know what to do to open each part in red. It's not like google where you copy a phrase and ready." (SW,08).

The experience of this participant highlights the utility of the program in finding plagiarism and suggests that following these principles also helps to guarantee the quality and consistency of disciplinary decision making.

On the other hand, there is a need to implement training programs to let professors know how to take advantage of the technology provided by the university and uniform treatment of plagiarism. In this sense the universities in Ireland, unlike the universities in Italy and Sweden (where anti-plagiarism programs have also been implemented), have implemented specific training courses for new professors on plagiarism detection tools so that all can acquire the necessary skills. These expectations have advanced in such a way that, institutionally, the integration of this training has become a requirement for Irish professors.

The analysis of the interviews in Sweden and Italy shows that it is not possible for professors to find all the cases of plagiarism without mastering the software, not only at an introductory but at an advanced level. Nor will it be possible for them to have a specific knowledge of the content that is considered plagiarism and of the information relevant to manage of each case. The participants also suggested that although the detection software has streamlined the process, the difficulty of using it by all the faculty makes the detection does not meet the criteria of equity. Thus, training university professors in digital competences must also include anti-plagiarism software to ensure that all students are treated equally.

"It is very nice to have a program but not know how to use it, there are many professors who do not do it not because they do not want to, but because it is very tiring sometimes to read the instructions. So in the end if X has plagiarized a text and I do not check it then I will not have credibility, if I say: beware that you can get caught because we have a program! but then I do not verify it..." (IT, 5)

The experiences of the respondents emphasize that what is clearly assumed is that students need to know that faculty members take plagiarism very seriously, and that various efforts are made not only to prevent it but also for its detection. Professors in all countries consider that their function is to detect plagiarism but they know that due to the extent of their responsibilities and various activities, they cannot verify each case, so it is likely that some cases will not be detected. In both cases (whether a software is used or search engines are used), for many of the participants in all countries, searching for detection requires a lot of time (*time*), especially if the student has plagiarized from multiple sources, or when has translated the text from one language to another (*languages*).

"We have the software but it is time consuming detect plagiarism, I have lot of thing to do and even if I know that I am like ... obliged to find out plagiarism it takes too much time and maybe we need more support, because if I have no time, to find when I have a suspect and it is probably translated, I may miss something." (IT, 1).

"Sometimes I do not have the time, and I don't search for it." (SP, 20).

This situation can cause that not all cases of plagiarism are detected and thus treated in the same way. In addition, both detection software and search engines such as Google cannot be used to detect plagiarism among *students' assignments*, nor to bring to light forms of plagiarism where the assignments is *bought (purchased assignments)*. Participants believe that this market has increased in recent years and that universities are not yet prepared for this type of plagiarism in need of more regulation.

4.4.3. The role of professors in managing students' plagiarism”

In this section, the objective was to enquire about the role professors play once an incidence of plagiarism has been detected. From the analysed data, we can observe that professors show different ways of managing plagiarism. Figure 4.4 summarizes the codes and sub-codes that emerged from the *NVivo* analysis.

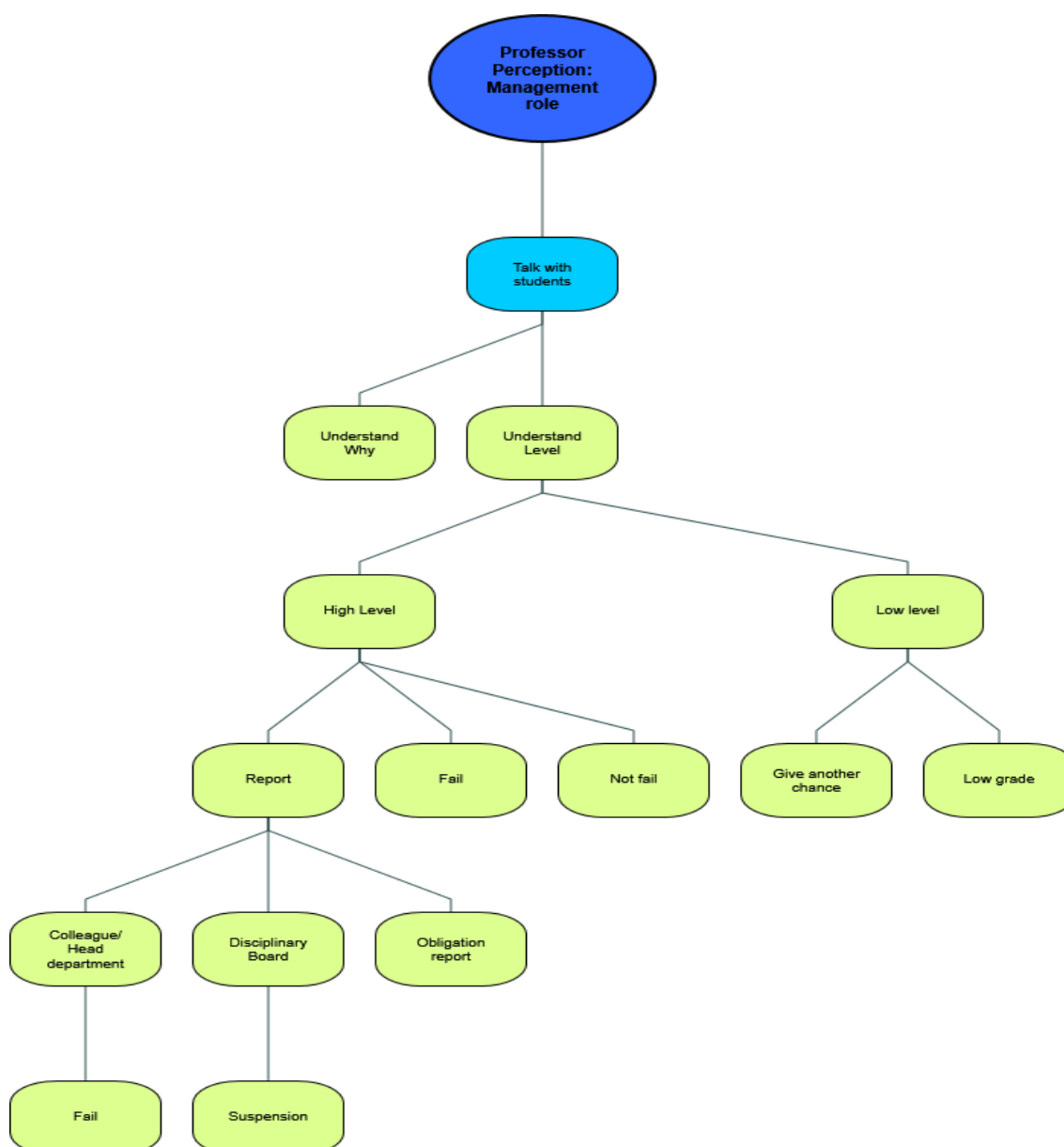


Figure 4.4. NVivo codes about management behaviours. Source: Own elaboration.

Overall, on the one hand, professors feel as active participants in the management of student plagiarism, highlighting their role and central power in this issue. But on the other hand, they also consider that the power conferred by institutional policies is limited to certain functions or even not specified. Some of these themes were common to participants in all countries, while others only in some of them. Table 4.5 summarizes these themes, similarities and differences.

Themes/Code	Sub-theme		Ireland	Italy	Spain	Sweden	Similarity Dissimilarity	
Manage	Talk with students	Talk with students	x	x	x	x	Similarity	
		High level	Not Fail				x	Dissimilarity
			Fail	x	x	x		Dissimilarity
			Report	x	x		x	Dissimilarity
		Low level	Give another chance	x	x		x	Dissimilarity
			Lower the grade	x	x	x	x	Similarity

Table 4.5. Themes, similarities and differences in plagiarism management. Source: Own elaboration.

4.4.3.1. Talk with students

In general, professors in all four countries emphasize their important role in plagiarism management, considering themselves as key stakeholder since they are evaluators of the quality of student assignments. For them managing plagiarism is part of the function of correction of the work and because each professor knows the subject can know how to intervene in accordance to the specific case.

“Because I am the person who knows the subject matter and knows the topic, so I can deal with plagiarism, is my role to manage each situation.... There is no policy in the world that recognizes the individuality of the issue that people face so I prefer to deal with it face to face and in one to one bases. Because to my students I am the university.” (IT, 6).

Accordingly, the standard view was that the previous step of any decision is dialogue. That is to say, after detecting plagiarism, professors talk to students in order to better understand their wrongdoing. Through the dialogue with the students, they can understand the reason behind plagiarism and then take the most suitable action. Respondents affirm that the effort to talk with students can take time off work but is guided by the principle of assigning a fair and not disproportionate sanction. The words of this participant summarize a common way of thinking in line with that objective:

“The next step for me is to have a conversation with the student and try to understand what they have done and sometimes that would be successful and other time would not be successful and deny completely that they have plagiarized and that they have not reviewed the sources and that can happen, if they open up and explain what happened you then need to decide what the sanction and appropriate sanction is for that. I always have a conversation with the student trying to understand what happened... When I talk to them, if they can provide you with an explanation which is believable that it is accidental then you could decide if give another opportunity to do the essay or report or whatever.” (IRL17).

This role of the professor in management was brought to the fore by the majority of the professors in the four countries, although their way of acting against it or sanctioning is different. Thus, the experiences of professors show that plagiarism is a demanding situation that requires space for dialogue. Some of them even expressed this need to raise awareness before punishing them as part of their pedagogical role.

4.4.3.2. Give another chance vs lower the grade

A way to manage plagiarism that is dominant among professors in Italy, Sweden and Ireland, is to offer students a second chance in those cases where plagiarism is of low level. In other words, professors in the three countries said that after detecting plagiarism and talking to students about the problem and, depending on the amount of work that has been plagiarized, they tend to ask students to remake the task. The experiences of the respondents in terms of giving a new opportunity are either included within a follow-up

process or independent from it. As we saw earlier, to prevent plagiarism, professors declared asking students for partial deliveries of the tasks. Through these partial deliveries it is possible to see if the student is committing plagiarism. When it is detected, the professors talk to the students and give them the possibility to re-deliver the assignment. Nevertheless, in cases of smaller assignments submitted at a unique point in time, the professors check the work and when detecting irregularities, they ask the student to re-submit the work only if plagiarism is minor.

"I noticed that there were some references that were wrong and some sentences that were rather put such and such without paraphrasing correctly, he could change it and he put effort and effort to change the situation as soon as I gave him the possibility of resubmitting it, it was a very little piece.... He changed completely everything."
(IT, 4).

Most of the professors in these three countries agreed that the second opportunity is granted in the case of reduced copy of works, that is, when small sentences have been reproduced without mentioning the source correctly or when there are errors in the citations. Another option mentioned in such cases is to consider that the student has performed poorly and hence a lower grade should be assigned.

In the case of copying large quantities of works, more severe measures are taken which, may also depend on the individual criterion of the professor. Unlike those professors in Italy, Ireland, Sweden, most of the Spanish professors highlighted that in case of erroneous citations or reduced proportion of work plagiarized they tend not to discuss with the students and simply lower the grade:

"Depending on the seriousness of plagiarism, that is, if it was a copy and paste of the *Rincon del Vago*, I evidently fail it. If they were pieces, fragments that may correspond more to a tiny part..., or if the citation are wrong then I will lower the grade, yes?" (SP, 19)

4.4.3.3. Fail vs Report

In cases of high level of plagiarism, that is when plagiarism is more severe and large pieces of work are copied, the faculties' response seems to have two alternatives: fail or report. With respect to this code we can notice that professors in Spain proceed to fail when there is a significant amount of plagiarism in an assignment. The failure for cases of plagiarism is considered a necessary measure taken by the professor who has the fully autonomy to decide. This proceeding is also applied as a punitive measure also for cases of plagiarism of final degree thesis.

“So, obviously he will not have a 10, he will have less, if these references are wrong or if the copied words are tiny, or a small phrase, but... but let's say I think that the issue of failing for plagiarism is just when a substantive part of the work, is practically a copy and paste.” (SP, 20).

The importance of the amount of parts plagiarized for this type of sanction was also discussed by professors in Italy and Ireland. However, the participants of these two countries indicated that when plagiarism is found they have the option of failing or reporting the student to the disciplinary committee or even the head of the department.

Several interviewees used expressions such as "I have full power to manage", to indicate that despite the existence of plagiarism regulations and policies, academics make independent decisions about student grades and how to deal with possible cases of plagiarism. Especially in cases where it is difficult to prove the intention or the case is less serious. They also add that the complicity of the procedure towards the disciplinary committee discourages professors from reporting such cases. So instead of denouncing the case to the disciplinary committee, they punish the student with a fail considering that sometimes the measures taken by the committee can become too severe.

“This disciplinary committee would deal with students conducts and plagiarism ... but the reality is that most lecture that I know and myself whenever I encounter plagiarism they would probably either just fail the student give them, fail in that

particular assignment or in the whole module, so very rarely are reported as far as I know. Since ... they feel is too much serious the punishment, severe and long-term consequence for students if they do get punished, and I suppose lectures perhaps would feel that they don't want to negatively affect the students in the long term when they can be punished in the particular case with a suspension." (IRL,15)

Interviewees also emphasized the need to seek support from the department before failing and appreciated the help offered in their decision.

"In very severe cases I fail. However, I try always to talk to a superior, a fellow in higher position or the head of study and find support and help from them in order to understand what to do and be advised." (IT, 10).

This shows that professors need confirmation of their actions by their superiors to avoid making wrong decisions for students. This measure is reported by participants in Ireland in case of severe plagiarism and in Italy in case of assignments during the course.

In the specific case of degree thesis or PhD thesis, for Italian professors, the procedure is different as it is imposed by the system. Here they declared that the final thesis is written under the supervision who is obliged to pass the thesis to a tribunal. The academic tribunals for doctoral or bachelor theses upload the theses in the detection programs and if they find the thesis is plagiarized a disciplinary procedure begins for both the student and the professor in charge of the thesis.

"We are obliged in case of degree or PhD thesis to report, the professor has a big responsibility and if he explained how to cite to the student and the students has done likewise, the professor report and then the student will be expelled up to one year." (IT, 3)

Therefore, as a general rule, supervisors have the obligation to upload the thesis of their students to the software in order to exempt themselves from responsibility. Italian participants stated that when it is proved that a supervisor has taken the necessary measures to protect the student from being punished for plagiarism, showing how to cite,

and requiring the student to participate in the courses and seminars provided by the university they proceed to apply the rules. That is, the professors have to report the case to the academic committee which can propose the rejection of the thesis and expelled the student from 6 months to a year. In case the thesis is completely plagiarized (purchased or copied completely), or it is copied with minimal original contributions of the student, you can expel the student without granting the title.

"Is not like an assignment, the final degree thesis is a big step and is only fair to report and ask for a disciplinary punishment." (IT, 7).

Most professors interviewed believe that the thesis should be treated as a serious disciplinary action, requiring to be reported to the disciplinary committee while in cases of plagiarism during the courses the professor usually manages it by themselves, talking to the head of the department. The reason is that sometimes the sanctions imposed by the university outweigh the offense committed. Therefore, allowing to fail it is the measure that is taken with greater frequency in Italy and Ireland.

"This disciplinary committee would deal with students conducts and plagiarism and they could be referred to them and then instance that the potential penalties can be severe I think in term of expulsion but the reality is that most lecture that I know and myself whenever I encounter plagiarism they would probably either just fail the student give them , fail in that particular assignment or talk with some superior and fail in the whole module or get the student to re-submit or re-write the assignment , so very rarely are reported as far as I know." (IT,6)

Several professors also thought students should be assigned a proportionate punishment and that all professors were in the same direction to avoid that same cases of plagiarism can be treated differently, some of which are reported and others solved internally by the professor. In Sweden, professors emphasize not having "the power to fail". That is, they consider that their function is to talk with the students and give them a second chance but when the plagiarism case is repeated or the instructions have not been followed their function is to report not having autonomy to fail.

"I do not have all the power, I can't fail students, it is not my duty to judge and sit them in front of the court, there is a board that can do that, I have been assigned with the power to report." (SW, 3).

This shows that in Sweden the universities implement clear policies to maintain and improve standards of integrity in higher education and professors seem to know the constraints of their responsibilities.

According to professors, universities are responsible for managing all forms of scientific misconduct, and for investigating suspected or alleged cases of plagiarism. The role of professors is to report all students considered suspicious of misconduct to the disciplinary board. The Disciplinary Board includes an initial inquiry followed, by a full investigation. The Board is informed of all inquiries and investigations, and receives the final report on each case. If not satisfied with the investigation, professors, can request an opinion from the Research Ethics Board, which can recommend additional investigations by the Disciplinary Board.

The Board is composed by some elected professors from the university and also by external experts in charge to investigate the cases. Full reports of the cases, together with the decision of the committee, are sent to both students and professors and then the Board is responsible for possible sanctions to the students. Despite the apparent clarity of the system, some deficiencies were identified by the participants, such as the difficulty in proving the "intention" to deceive; and the underlying bureaucracy to be able to report a case of plagiarism which discourages from meeting their reporting obligations. Swedish professors believe that it is fair that they are not granted with the power to fail or interpose the penalties since their function is not to judge the students but to teach and follow them. But they add that the procedure is very long, exhausting and severe:

"My main problem is that additional work come with this report, it took me almost 4 work days, I have to write the report, find proves, explain the situation, tell them what I had done, tell them what I taught to students, check it up, what was the

deadline, where... what exactly we have informed about, so it took some time also to collect the material needed. It takes additional work and time.” (SW,4).

The narration above reveals the complexity of the process. For example, the account of the above respondent demonstrates the extra burden required by the university to professors and seems to emphasize again the time as a problem in the management of plagiarism. On the other hand, the majority of Swedish professors point out another problem in the sanction process: the reincorporation during or at the end of the course of students expelled (for a period of time) for plagiarism.

The reintegration within the course is assigned to their discretion and the problem that emerges is that afterwards each one does not know how to manage it or makes different decisions. When students enter the middle of the course (after having been previously expelled), the committees in charge of penalties do not follow up the case. The board may issue, certain rules, may also indicate what is considered plagiarism or not and address all allegations of improper practices or other problems in the field. This authority investigates the matter and is the most powerful disciplinary authority authorized to establish in each single case the penalties. However, the tracking is left under the responsibility of the professors who find themselves not knowing how to act.

“The consequences are a problem because they say you are not allowed to take part of teaching for 1-6 months which means that some students convicted, come in in the middle of the course and ... the problem as a professor you want students from the beginning. And then you have to take the student who was not allowed, and often we have team assignment. "Should be included those students into the team?" and what about this assignment? Should the assignment be checked in retrospective? Or should that say: "No, you are not allowed to come back until next year" so is very...” (SW, 1).

The Swedish system for actions against academic malpractice is internally regulated but, the risk perceived by professors is that the complexity of the process may induce some of them to manage the plagiarism by themselves instead of reporting it.

Another problem, common, in all countries (except in Spain where there are no such clear disciplinary procedures) was the lack of clarity about when to invoke university procedures to deal with the situation. The first aspect refers to the percentages of similarity that can or should be taken to a disciplinary commission (some argue that is the 10%, others the 30%).

"I am not sure when... I take charge in this situation, when I find plagiarism, which is the amount I must send to the board? when is considered acceptable or not the amount." (IRL, 2).

Where is it possible to draw a line to accept or reject a document when the anti-plagiarism software has detected a certain percentage of plagiarism? Not having a universally acceptable level, except when people agree that there should be zero tolerance, it would be essential oblige all professors to use detection programs and clearly communicate to professors the percentage of text that can be considered as Plagiarism. Clarity in this aspect would make everyone adapt the same principles ensuring the fairness of sanctions. The institutions (Ireland, Italy and Sweden) have policies and sanctions for students, however the problem felt by interviewed is that it is often difficult to establish the limit between poor academic practice, misconduct, intentional and unintentional plagiarism. According to them these cases cannot have the same sanction. As we can see from the data, despite the fact some institutions have clear procedures for dealing with cases of plagiarism, professors might be reluctant to initiate formal proceedings considering that the best way to manage plagiarism is the constant prevention campaign.

4.5. References

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CHAPTER 5

DISCUSSION AND CONCLUSION

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Chapter 5. Discussion and Conclusion

5.1. Introduction

This final chapter concludes the research effort by providing an overall discussion of the findings and the conclusions that can be derived from them. More specifically, section 5.2. draws an interpretation of the main findings, discussing them in light of the extant literature. The implications for different agents in the education system are outlined in section 5.3. Next section 5.4. highlights the contributions of this research project. The limitations of the study are presented in section 5.5. and the guidelines for future research are dealt with in section 5.6. The chapter and the thesis is brought to an end through some concluding words in section 5.7.

5.2. Discussion of findings

The main findings of this dissertation are discussed below against the extant literature, following the structure of the research questions posed in Chapter 2, plus the additional topic regarding the general attitude towards ethics in business education that was very prominent throughout the analysis of the data:

RQ 0. How do professors perceive ethics in business education in different countries?

RQ 1. How do professors perceive what plagiarism is in different countries?

RQ 2. What role do professors play in preventing students' plagiarism?

RQ 3. What role do professors play in detecting students' plagiarism?

RQ 4. What role do professors play in managing students' plagiarism?

5.2.1. RQ 0. How do professors perceive ethics in business education in different countries?

When asking professors about their general perceptions about the context of plagiarism in Spain, Sweden, Italy and Ireland a topic of analysis emerged as very salient, which is connected on one hand to the way to prevent plagiarism and on the other allowed us to shed light how ethics education and plagiarism are interconnected.

After having evidenced how professors emphasized the issue of ethics within the university, it was decided to further ask them what ethics in business education is and includes and the actions that could be taken in order to develop ethics in business education. We note that professors' perceptions of ethics reveal three similar categories across all four countries and a different one. Professors have a widespread understanding about what ethics in business education means and relate ethic with morality, the codes of conduct and the integrity and honesty. This question was related to professors' understanding (not actions) of ethics in business education. When asking about professors' action in order to develop an ethical understanding professors, in Spain it was considered a waste of time explaining these issues are themes that cannot be taught in the university. Whereas in the other three countries teachers emphasize the importance of teaching students the ability to reason and know how to think for themselves, and to respect the rules, values and attitudes, without harming the rights of others.

The results of this doctoral thesis conclude that professors in different countries know what ethics means and develop ethic reasoning but do not necessarily act accordingly in all countries probably because to their cultural differences. Thus, there were different degrees of inclination towards taking corrective actions and create future leaders with social responsibility. These results coincide with those presented by Hofstede (1980, 1998), Zhang et al., (2013) and Smith and Hume (2005), according to which cultures with low individualism (Spain) are less willing to transmit ethical norms, establish specific rules, and social values such as honesty and integrity, while cultures with strong individualism seem more committed to bring this debate to the society and to train their

citizens. Despite the fact that professors generally understand what ethics in business education means, they end up using different actions. That is, professors' in some countries are more committed to teach students rules and values, while in other countries do not. These results coincide with those of Schepers (2006) who observed, that cultures with high levels of uncertainty avoidance (Spain) also may know what ethics mean and develop ethic reasoning but not act accordingly. This fact implies that universities should re-evaluate the role that professors play in higher education beyond teaching specific contents and find ways to uniformly implement ethics in business education across the board in business schools.

5.2.2. RQ 1. How do professors perceive what plagiarism is in different countries?

The first research question aims at understanding the perceptions of professors about the concept of university students' plagiarism in different cultural contexts. That is, to explore in depth how faculties understand plagiarism according to the context and the social and cultural relationships that surround them. Thus, the objective was to cover the gap found in the literature on the limited cross-cultural research about plagiarism and the possible influence of culture in the way professors perceive the phenomenon.

The data collected indicated that there is no common definition among professors in the countries analysed about what constitutes plagiarism. Although the act of plagiarizing is often seen as a dishonest act in which the author copies the work of another, usually in the form of words or ideas and uses them as their own, the perception about plagiarism itself is controversial among countries. Professors' conception about plagiarism is influenced by personal and social experiences and therefore by culture. Some participants emphasized that intentionality is included in the definition of plagiarism, but unintentional plagiarism would not be incorporated in it (in all countries except Sweden). The idea of theft or misappropriation is also discussed in the interpretation of plagiarism, since some participants (Spain, India South Africa) included this term in their response. Previous studies focused on asking professors from different countries to define plagiarism are limited. However, studies that investigate professors' perceptions on the

specific behaviours that constitute plagiarism within the same country can be identified in the literature. The results of this study extend the scope of application of the knowledge that had been available so far in literature such as the studies presented by Borg (2009) and Flint et al. (2006) which found that among professors in the same country there is a lack of common understanding about plagiarism and divergences in its conceptualization, and shows that differences between countries are even more striking.

Therefore, one of the findings of this doctoral thesis is that culture plays a role in professors' experiences and beliefs about plagiarism. It should be noted that this is the first time that an empirical study demonstrates how culture (like other factors such as such as gender, type of contract, commitment with the university and years of teaching, or field of specialization) (Flint et al., 2006; Keith-Spiegel et al., 1998; Simon et al., 2003) influence professors' perception about plagiarism. This is a very significant finding because up to now it had been thought that culture could be just a triggering factor for plagiarism among students but not as a way to build the knowledge of professors that can indicate how they perceive student plagiarism. The present doctoral thesis concludes, among other things, that professors perceive plagiarism according to prevalent culture in a certain country.

5.2.3. RQ 2. What role do professors play in preventing students' plagiarism?

Professors believe that it is their responsibility to help students to understand what plagiarism is and that an important part of their job is to teach students how to incorporate effectively, and in compliance with academic integrity standards, the source material in their writings and thus how to properly reference. Many professors in Spain (contrary to those in Sweden, Italy and Spain) had significantly modified their pedagogy in light of the perception of the growing presence of plagiarism, adding specific activities about literacy and, in general, spending more time talking about plagiarism. This finding seems to contradict our previous study about professors' perception of ethics education in business school (Gottardello and Pàmies, 2019) where professors in Spain, when asked

about actions undertaken in order to teach ethics, claimed they did not take any action in this respect.

However, taking a deeper look at these findings, we observe that professors in Spain consider that working to meet this role expectation goes beyond their function and generates stress due to lack of time and institutional support. This, in turn, implies that in some cases they do not prevent plagiarism. In Sweden, Ireland and Italy this teaching was considered and taken over by the university, thus easing professors' workload. The answers in these countries showed how the division of roles was clearly established in the university in support of the prevention role.

Although with great differences among countries, the results of this study coincide with some of the published literature and conclude that professors undertake an important role in plagiarism prevention, educating students about it and teaching them the way to cite and use references. One of the findings is the identification of the dynamic and crucial role of professor as preventer of plagiarism and his/her commitment to students. This result coincides with previous studies (Arce Espinoza and Monge Najera, 2015; Bruton and Childers 2016; de Jager and Brown, 2010; Ford and Hughes, 2012; Hu and Sun, 2016; Park, 2003; Robinson-Zañartu et al., 2005) in such a way that the action of educating is a finding that has been confirmed by previous results. Likewise, it has come to the conclusion that professors in some countries (Italy, Ireland and Sweden) act differently and in some cases delegate to librarians and writing centres the function to teach writing methods instead of taking on all the responsibility. These results contradict those presented by Park (2003) and Arce Espinoza and Monge Najera (2015), according to which professors inform students how to write and paraphrase correctly in order to avoid plagiarism.

This incongruity may be due to the fact that all the authors mentioned above, carried out the study in a different cultural context, where professors also claimed it was necessary to teach way of writing moved by the personal effort arising from the lack of educational policies. Therefore the fact that some prevention measure/action are taken by professors in some contexts, can be due to the fact that each university assumes a different position

in this aspect, establishing or not a clear set of rules (Macdonald and Carroll, 2006). However, this is not the only possible interpretation or, indeed, the only reason for this different approach: The use of different kind of prevention measure/action and the inclusion of university prevention policies in Italy, Ireland, and especially in Sweden could be interpreted as being influenced by their culture.

Culture can lead to a certain degree of legitimacy and acceptance/imposition of rules, or fear, guidance and ethical standards (Hofstede, 1980). The findings therefore are consistent with previous literature (Hofstede, 1980, 1998) who identified that more individualistic cultures are more inclined to establish rules of behaviour, intimidate and exercise authority as soon as they believe that the rules and intimidation have great power of persuasion for their members (Johnston and Warkentin, 2010; Vincent and Dubinsky, 2005) since can impact people way of act.

With regard to Italy, the results are surprising. Despite having a high level of uncertainty avoidance, which could contradict the acceptance/imposition of rules, professors in Italy believe that fear stimulation, guidance and ethical standards can be a way to prevent plagiarism. On the one hand, it must be emphasized that Italy also has the highest levels of individualism among the countries analysed, and this could be one of the explanation for professors to tend to use this form of prevention. On the other hand, the majority of respondents in Italy came from the Northern Italy and the cultural differences between Italians from the North and the South are widely recognized in the literature (Gagliardi and Turner, 1993; Girlando, et al., 2005; Hofstede, 1980). In the same vein, Hofstede (1980) and Hofstede et al. (2010), declared that the northern Italians would obtain a higher score in aspects such as individualism and less in the power distance or even uncertainty avoidance than their counterparts in the south.

5.2.4. RQ 3. What role do professors play in detecting students' plagiarism?

Participants in all countries agreed that, when there is a suspicion of plagiarism, the first way to detect is Google, which allows them to easily copy and paste the phrases in the

search engines to find possible matches. In Spain, professors by themselves with intuition and using Google to detect plagiarism. We could see that not all professors are keen and willing to undertake the work of detecting plagiarism and therefore some cases remain unspotted since the majority of professors consider it is not within their function to police. These results could be a confirmation of previous findings showing how professors feel themselves as serving the institution as investigators instead of educators and because of that, deciding not to exert too much effort in detecting cases (Davis, 2011).

In Sweden, Italy and Ireland, the implementation of anti-plagiarism software packages has facilitated detection. However, only in Ireland professors are provided with the software skills training to effectively use it. Hence, from one part Italy and Sweden evidence the importance of integrating training on the use of this digital technology in teacher training programs with the purpose of assuring an equitable treatment and from the other part Spain professors underline the need to implement the software.

The results of this study are consistent with previous literature and conclude that the use of tools to detect plagiarism such Turnitin or Urkund (Ireland, Italy, Sweden) allow professors to easily detect plagiarism. These results coincide with those presented by Bermingham et al. (2010), Goddard and Rudzki, (2005), Landau et al. (2002) and Ledwith and Rísquez (2008) which found that anti-plagiarism software is commonly used among all universities as an aid to detect and prevent plagiarism. The findings add that in a country like Spain, where detection software is not yet commonly in place, professors are less willing to detect and check all cases of plagiarism and professors do not consider themselves policing plagiarism as part of their job. The results suggest that considering themselves responsible for finding out each case of plagiarism implies at the same time encouraging commitment to respect the rules. These different willingness and stimulus toward the commitment to respect of the rules could be due to the fact the countries compared are culturally different. Being competitive cultures, individualists (Ireland, Italy and Sweden) could use this technique to encourage competitiveness and therefore connect with the prevention of plagiarism.

Authors like Mozgovoy et al. (2010) and Zobel (2004) have identified a series of problems in this phase such as the case of ghost-writing, translation or paraphrasing in different languages of the document of origin, or the copy between student groups. One of the main contributions of the present study is the identification of other problems in the detection phase. That is, the results have concluded that in addition to problems highlighted by the previous literature, professors are also confronted with other detection challenges, such as the lack of digital competences to use the software, in the case of Sweden and Italy (Spain as we told previously have no software in place) or the lack of time in the case of the four countries. Therefore, studying plagiarism from the perspective of the professor in different countries, has made it possible to discover that in certain situations professors encounter problems such as the help offered by the university in particular (both in terms of software or time) apparently independent from the culture. This contribution implies that universities, instead of simply implementing the software or telling professors what they have to do to detect, should design a series of strategies in such a way that professors can feel supported in their workload.

5.2.5. RQ 4. What role do professors play in managing students' plagiarism?

One of the conclusions that have been drawn about professors' role in managing occurrences of student plagiarism is that they manage plagiarism differently among cultures and that sometimes, even when there are policies in place, they decide to take autonomous actions and fine-tune measures they considerate appropriate. These results coincide with previous studies (Barrett and Cox, 2005; Bermingham et al. 2010; Bruton and Childers, 2016; Kwong et al., 2010) who found that the lack of consensus among professors in the handling procedures, or as told by Sutherland-Smith (2005) the lack of confidence in the institutional procedures, led them to deal with academic dishonesty alone. Although the results of the present study have allowed confirmation that plagiarism is managed differently. One of the findings is that, before taking any decision, all faculties talk to students in the first instance, as a way to understand the best course of action. The previous literature talk about considerable variations of measures and sanctions (Marcus and Beck, 2011; Pincus and Schmelkin, 2003) across faculty members, without referring

to any earlier talks. For instance, Barret and Cox (2005) reported that after detecting a case they tend to "establish" the degree of plagiarism or collusion when it comes to deciding on the action to be taken. The fact that professors in our study as a first stance have a conversation with students is a very significant finding because until now it had been thought that professors directly imposed sanctions. This discrepancy might be because previous study used questionnaire instead of interviews where the responses are more limited, whereas in this qualitative study professors may have expressed with greater detail their management strategy.

The other finding is the identification of different management alternatives according to the degree of severity. This coincides with the study published by Barret and Cox (2005) and de Jager and Brown (2010), who stated that professors act differently depending on whether it is major or minor case and the quantity of passages plagiarized. Despite the confirmation that plagiarism is handled differently according to its severity, in the present study, it has been found that in some cultures (where there is a disciplinary committee) in cases of severe plagiarism (Sweden) and major tasks (Italy), professors are not allowed to fail students being "obliged" to report to this committee. These results contradict the previous literature (de Jager and Brown's, 2010; Robinson-Zañartu et al., 2005), who found that professors always prefer to fail than to report in all cases of severe plagiarism. This inconsistency may be due to the fact that previous investigations had not taken into account professors' point of view in different cultural contexts, but instead professor's type of contract, gender and field of specialization. Furthermore, those studies were carried out in cultures with short-term orientation. Therefore, professors' cultural background may be the reason of this incongruence, influencing his/her way to act.

Indeed, previous studies are similar to the finding encountered in Ireland, where, despite being an individualistic culture, (where in fact there are rules), professors prefer to fail rather than to report. This may be because it is also a culture with short-term orientation unlike, for example Italy and Sweden which are individualistic and long-term oriented cultures. Thus, confirming the literature, according to which long-term orientation and individualism are more concerned with loyalty and commitment toward the follow-up of indications (Hofstede, 1980).

Furthermore, the existence of clear rules and different sanctioning procedures (tougher in Italy, Ireland and Sweden, and softer in Spain) also has its roots in individualist and collectivist cultures. For instance, the collectivist culture (Spain) is less likely to implement formal rules compared to the members of the individualist group. Namely, the literature suggests that, in societies where group solidarity is the core, the loyalties and responsibilities of the groups continue to be effective (Vincent and Dubinsky, 2005). Legal control and appeals are less preferred when issues of interest within the group are at stake. People in collectivist societies such as Spain will base decisions about whether to take a case (such as plagiarism) to formal legal attention under criteria of social relation (Hamilton and Sanders, 1988).

Another finding of this study is the identification of different forms of management in cases of lower level of plagiarism. More specifically, those countries who appear to be tougher in the action they take when cases are severe, actually offer more dialogue to the students giving them another chance to resubmit the assignments. These findings have confirmed that according to the experiment carried out by Barrett and Malcolm (2006), give a second chance could prove to be useful for students' education.

The results of this study suggest that the way to manage plagiarism is influenced by culture. We should take into account that the small-scale approach to the selection and methodology in this study mean that our findings should be considered exploratory rather than generalizable.

5.3. Implications and recommendations

The results of the present study have concluded that a number of implications may arise for universities in different parts of the world, who should take into account that plagiarism is perceived differently in different cultures. Implications and recommendations for professors and students as considered next.

5.3.1. Implications for universities

5.3.1.1. Universally accepted definition

In the first instance, universities must establish a clear definition of plagiarism and the different forms and instances in which it can materialise. The topic of plagiarism and its ways of preventing, detecting and managing it must be regulated in a clear, coherent and uniform way without relying on personal moral judgments, bearing in mind that not all professors' think equally or are willing to exert the same amount of effort in this endeavour. Therefore, the implication is that academic plagiarism cannot be separated by university policies from academic integrity, their definition of plagiarism and the cultural and social context. Human beings are very different from each other and perceive things differently, therefore we need well defined rules.

Universities should focus their efforts on achieving a homogeneous professors' understanding of plagiarism and what they really need in order to prevent, detect and manage it in uniformly, instead of focusing only on cultural differences as a reason for student plagiarism, no matter which country they come from, have the same understanding of plagiarism. That is, since professors end up being accustomed to a certain cultural context, universities around the world should try to create and share the definition of plagiarism and its possible interpretations internationally, or at least among continent since as we have seen also in the European Higher Education Area, definitions are different.

Universities must also inform professors about the important role they play in educating and responding to plagiarism as an ethical transgression, as an offence that violates a commonly accepted principle throughout the contemporary academic community, regardless of the cultural context. In the same vein, it is necessary to create clear rules that separate the role that each stakeholder can have in the different phases of plagiarism (prevention, detection and management). It is important not only to create clear rules and codes of conduct, but also that these rules have an explanation and can be discussed and

confronted. This would help students to better understand plagiarism from both teachers and the institution, transmitting a much clearer and consistent message.

5.3.1.2. Punishment regulations within the policies

Penalties should go beyond punishing for a certain behaviour, and helping students to understand that the limits established by the rules come from the universally accepted ethical principles. There are several measures that can be carried out in this regard. For example, the codes of conduct could be generated among the whole educational community. At the same time, it would be necessary to eliminate or modify the norms that do not have a clear purpose or that do not have a uniform direction in all countries.

Policies must establish the limits between poor referencing skills and plagiarism. In this effort, universities should define the controversial theme of intentional and unintentional plagiarism and how it is disciplined. Furthermore, policies should include the degree of severity and its corresponding consequences according to this degree. and when it is necessary to invoke a disciplinary committee. This would entail standardizing the treatment and would encourage professors to participate constantly in the establishment of a culture of academic integrity.

5.3.1.3. Brainstorming of policies

Communication and annual workshops among university police makers around the world can be a good option to share definitions and rules and avoid different opinions in different university contexts.

5.3.1.4. Open dialogue

Optimizing communication over policies instead of distributing them as a manual and promote dialogue for both teachers and students about what plagiarism means. As we have seen, although some universities have implemented academic integrity policies, codes of conduct and specific disciplinary boards, these codes of conduct and policies

sometimes simply remain written or even overlooked. This entails that they do little to help professors who are confused about how to act in some cases. Personal interpretation may involve different ways of preventing, detecting or managing.

Professors should have clear indications about how prevent and detect plagiarism, which measures to take in order to deal with detected cases, when a case of plagiarism can be brought before a board and when not. In this way, universities, can align their strategy and create a common way of action helping professors in their tasks. The open dialogue would help students to know when a given behaviour is considered punishable.

5.3.1.5. To divide Roles

Separating the roles that each stakeholder can have in the different phases, actions and decision related to plagiarism is important not only to create clear rules and codes of conduct, but also to make sure that each person who is in charge of a process or responsibility has all the relevant knowledge and expertise to undertake it with certainty. Clarify the task of their professors, so that they can cultivate themselves as ethical persons and at the same time take responsibility for their pedagogical action. These actions can be carried out with workshops that specify what is the role and obligation of the teacher in each aspect and which, on the contrary, are the functions of the university. This should be mandatory for new teachers and regulated as credentials to those who are already incorporated. Professors' actions are conditioned to certain variables that university administrators cannot ignore. Through the courses it is possible to raise awareness on the subject in order to avoid that the different interpretations of plagiarism can lead to different ways of tackling it.

5.3.1.6. To promote participation

Encourage professor's involvement of in the topic of plagiarism. As we have seen, professors play an important role, insofar as it can help to understand and guide a certain path to the students. A way to encourage this function is through recognitions for reducing plagiarism in the classes, so that teachers are more motivated to get involved.

5.3.2. Implications for professors

The implications for professors would be:

5.3.2.1. To reflect on their values and perceptions

A good strategy for professors is to reflect on their own values, their ideologies, their conceptions of integrity and plagiarism, the management of the universal values of integrity, their autonomy inside and outside the university and attempt to match their own feelings and perceptions to those of their institutions.

5.3.2.2. Exhibit the highest academic standards

The education that students receive from their professors are important for their personal growth. This is why professors could establish certain integrity principles universally accepted and encourage their respect inside and outside the classroom. These universal principles are fundamental ideas that govern behaviour and can be applied to any culture. In such way that students can achieve a moral understanding that allows them to grasp the differences between what is right and what is wrong. Through their guiding role they should teach them to understand and face the reality and establish the limits of their individual and social behaviour. Thus, the implication for all professors is to work in such a way that students will achieve a moral that allows them to understand the differences between what is right and what is wrong, establishing the limits of their individual and social behaviour.

5.3.2.3. To inform students about policies

In order to proactively uphold academic integrity and thereby deter plagiarism professors must have an statement of academic integrity and plagiarism and a clear reference to the Academic Ethics policy and include it every semester in their course syllabus. To inform students about university policies and legal obligations related to academic misconduct and plagiarism. Through these instructions they can contribute to student intellectual

development and develops ethical reasoning promotes academic integrity, and addresses dishonesty

5.3.2.4. To talk with students

Discussing the importance of academic integrity, plagiarism and ethics with students. Clarify their expectations regarding both individual and group work on their syllabus, the use of supplemental sources of information for assignments and other specific guidelines they consider students to follow in completing assigned course work. At the same time, offer availability to answer students' questions about issues of plagiarism, academic honesty and ethics.

5.3.2.5. To detect and address student plagiarism

When a violation of academic integrity is identified, faculty are strongly encouraged to follow the process to increase consistency instead of acting by themselves. Professors should collect relevant information and documentation, related to the work of students suspected to have plagiarized and other relevant materials like anti-plagiarism report. Notify in first instance to the student of the allegation of plagiarism and give an opportunity to present their argument in order to ensure that a fair and process is established. After speaking with the student professor can report if consider that there was an intentional act to plagiarize or gain an undue advantage. By analysing the different concepts of plagiarism in different countries, we understood that different opinions about the phenomenon can lead to different ways of approaching it. The finding of this research may encourage university professors to change their way to deal with plagiarism and academic integrity utilizing a similar approach in all stages.

5.3.3. Implications for students

To participate to the seminars organized by the university about plagiarism and academic integrity, and undertake a commitment to act honestly and integrally in their academic

work. Make sure to follow both professors' and university expectations and requirements for academic work and seek clarification from the faculty member when they do not understand if their behaviour met those expectations.

Furthermore, although this study focuses on professors' perceptions, it would be necessary to reach an agreement between all the parties involved in the subject of plagiarism in order to follow the same path to face this problem.

5.4. Contributions

This section presents the main contributions to knowledge of this thesis. The section is divided into three subsections addressing theoretical, methodological and practical contributions.

5.4.1. Theoretical contribution

This thesis has made some original contributions on plagiarism research by addressing perceptions from the professor perspective as well as their behaviours in relation to plagiarism prevention, detection and management, in particular across different countries. The intercultural exploratory analysis contributed to broadening the knowledge in plagiarism research. The empirical findings allowed a deep understanding of the interplay between plagiarism perception and cultural background. Research of this type has been lacking to date. At most, until now, studies have tended to investigate academic plagiarism from students' perspective, and not from the professors' point of view; or they have focused more in one country than others (English speaking countries) without establishing a direct comparison between countries. But this study has simultaneously address some of the weaknesses of the literature to date by (a) focusing specifically on professors' perceptions, (b) dedicating the same attention to six different countries, rather

than focusing on one country, and (c) establishing a direct comparison between more than two countries.

The analysis of the interviews conducted in the different countries contributed to understanding plagiarism cross-culturally, and concluded that professors' perceptions can be markedly different, even in countries that are apparently culturally similar. One of the main contributions of the present doctoral thesis is the presentation of an empirical study that offers a holistic vision of the definitions of plagiarism from the point of view of the professors, in a great variety of cultural contexts. By analysing the different concepts of plagiarism in different countries, we understood that different perceptions about the phenomenon can lead to different ways of acting upon it. Therefore, the study also contributes to our understanding professors' behaviours and why they adopt certain actions to prevent, detect and deal with plagiarism.

5.4.2. Methodological contribution

The originality of the proposed thesis resides also in its methodology, namely qualitative, to study the phenomenon of plagiarism. As discussed previously, despite an increase in research in professors' perception of student's plagiarism, most of it employs quantitative approaches to describe or explain phenomena and specifically include surveys. Thus, a need for a change in methodological perspective was deemed appropriate and the study has examined plagiarism from a qualitative point of view, as well as by using a cross-cultural sample. On one hand, the application of qualitative methods has allowed to understand people's life world and "to capture the voice and way they make meaning of their experience" (Rabionet, 2011) and deepen the experiences of the professors and in the way they perceive and behave in a plagiarism situation. On the other hand, a cross-cultural comparison identified external factors that can influence how professors perceive and act in the phenomenon of plagiarism.

5.4.3. Practical contribution

One of the practical contributions of this research is the detailed insight provided by the interviews that reveal that policies and rules initiatives should be integrated in their cultural background. This implies that for an effective implementation, emphasis should be placed on the importance of understanding the cultural contexts. This will help to increase policy awareness and plagiarism initiative and, hopefully, its institutionalization globally.

Another contribution of the present study is the identification of the professor as an active stakeholder within plagiarism, in such a way that it is necessary for the university police makers to take them into account when creating policies to deal with plagiarism. Given that professors complain about the lack of support and time, universities should try, as far as possible, to implement support which will help at the same time a more efficient time management.

5.5. Limitations

The current study used qualitative interviews to examine "socially sensitive" issues such as ethics and academic integrity, and specifically plagiarism. As discussed in the methodology part, the interviews operated in a natural environment and through an open conversation where professors were asked to self-report on numerous issues related to the way to prevent, detect and manage plagiarism. Talking about this sensitive phenomenon could lead to social desirability bias. Specifically, the participants may not have fully reported or revealed all behaviours in order not to disappoint the researcher or because of the fear that the information might be disclosed, affecting the person or the institution where they were working (Grimm, 2010). Social desirability refers to the probability that a person will describe themselves and project to the outside world in a favourable and positive way in order to obtain the approval of others (Fisher, 1993). This phenomenon

is common in humans, even in educational research that include teachers and school administrators especially in cases of deviant behaviours (Mundia, 2011).

Thus, respondents in this study might have been inclined to under report their own lack of willingness to prevent, detect and manage an ethic issue for fear of being judged even if we guaranteed confidentiality and anonymity (Dai, et al., 2011). It is possible that those professors more involved in plagiarism prevention, detection and management efforts or even more concerned about the issue may have been more likely to agree to participate in the research. For example, professors in all the countries declared to have a very active role in dealing with plagiarism, and they subsequently showed this by specifying concrete measures and actions they take. Thus, there is a probability that participants tended to say good and positive rather than bad and negative things about themselves (Ashton, 1984).

Another limitation is related to the final sample of the participants. As we have seen previously, the research was conducted in six different countries but in each of them, one university had been chosen to carry out the interviews. Sampling some professors from other universities in the same country would have allowed to verify if there are regional differences among professors' perceptions and idiosyncrasies of the university in the same country, which has not been done for practical reasons.

5.6. Further research

Each research process can be completed and deepened by underlining possible future research areas on the topic.

Firstly, this study reports on the professors' role in dealing with student plagiarism basing its data gathering exclusively on the perspective received from university professors as respondents. Although they are obviously the best respondents to talk about their perceptions, further studies could contrast their information about their behaviours with other stakeholders as informants, such as students and university officials.

Secondly, further research could focus on analysing the differences between the roles that professors enact with those that they think should be ideal for dealing with plagiarism. This could help to overcome social desirable bias that may have led professors to reveal certain things in order to make themselves look more favourably. Asking about their ideal role could open up teachers who would no longer be concerned about avoiding embarrassment, unease or distress that revealing socially undesirable answers may bring.

The introduction of policies and tools to deal with plagiarism is a moving ground, with many universities deciding to adopt such initiatives. Further studies could carry out research that could compare the situation of specific universities before and after such policies have been introduced, if possible collecting data as events unfold. In this context, methodologies such as action research would be especially appropriate.

Additionally, given that the present study has identified that the cultural context indeed has a role in the perceptions and behaviours of professors, it would be interesting to deepen the analysis in other cultural contexts and countries.

Ultimately, professor's perceptions may interact and impact on their behaviours. For instance, professors' perception of the seriousness of the violation is probably intertwined with the possible actions taken in order to deal with students' misbehaviour. Further understanding of the interaction between professors' perceptions and their behaviours would be valuable in furthering our knowledge about the topic. In the consideration of this interactions, the consideration of emotions should also be taken into account.

5.7. Concluding words

The aim of this thesis was to shape the experience of professors in the subject of plagiarism through semi-structured interviews. The study focuses on the perspectives that professors in each country construct about the phenomenon of plagiarism. This cross-

cultural approach has allowed to note important differences in the construction of cultural representations of plagiarism and how the variations in the concepts around this phenomenon also translate into the behaviours that professors enact in order to deal with it. The comparisons that can be drawn from these observations are not made to criticize the *modus operandi* of each country or cultural context, but to find possible points of reflection to achieve common strategies to address and resolve this enduring and growing problem.

5.8. References

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APPENDIX

Appendix I.

GUIDING QUESTIONS

Introduction to the interview

I want to thank you for taking the time to meet with me today.

My name is Debora PhD candidate at the Business and management department and I would like to talk to you about your experiences and perspective assessing students. We are interviewing professors who work in business schools to share their thoughts and ideas. You were selected because you have certain things to say that are of particular interest to us. You are part of the staff who work in business school, and you have assessed your students. We are particularly interested in your view because you have experience about students' assessment, and we want to hear about those experience. The interview should take less than an hour.

I would like taping the session because I don't want to miss any of your explanations. Even though, I will be taking some notes during the interview, I can't possibly write fast enough to get it all down. Do I have your permission? You may be assured of confidentiality.

This means that the information will be used for research purpose only and your responses will only be shared with research team members and we assure you that any information we include in our article does not identify you as the respondent.

Remember, you don't have to talk about anything you don't want to and you may end the interview at any time. Please, keep in mind that we are as interested in negative answers as positive ones and at times the negative opinions are the most helpful because through them we are able to understand how problematic experience have been treated.

Are there any questions about what I have just explained? Are you willing to participate in this interview?

Background information

1. What is your age group?

- Under 25 25-34 35-44 44-54 55-64 65 or older

2. Please indicate your gender _____

- Female Male

Professional background

3. How many years have you worked as a university professor/lecturer? _____

Year (s)

4. What type of contract do you have?

- Permanent Temporary Other _____

5. What is your dedication to this university?

- Full time Part time

6. Have you ever collaborated with foreign universities?

- Yes | No | N/A

7. In which faculty do you mainly teach?

8. General area of expertise?

9. At what level? (Mark as many as apply)

- Undergraduate Master PhD

A. Integrity and ethics

1. What is integrity in business education and what does it includes?
2. What is ethics in business education and what does it includes?
3. What could be done to develop a culture of integrity?
4. What could be done to develop ethics in business education?
5. What is your role in higher education in the issue of integrity and ethics?

B. Student assessment

1. At the outset, I would like to get an idea of the different type of assessment used in your courses. What type of assignment, activities or exercises do you typically use in your courses? For me to get a general idea. (*Write the answer needed to take down the main types were plagiarism may happen*)

C. Plagiarism

Since we are interested in understanding how professors assess students' assignment or exam, we would like to hear about the concept of plagiarism. In this particular field we are very interested in your perspective and experience with students' plagiarism and we would like to know what you think about it.

1. What is plagiarism to you?
2. Can you provide a definition according to you?
3. Can you give me some examples about situations in which your students have plagiarized? (*If they cannot think of way, I should help them by feeding them back the types of assessment they use and adding also TFG/TFM and exams*).
4. How is your role in students' plagiarism? How do you see your role in students' plagiarism?
5. What do you think should be your role in this issue? Is this role different as to how you think it should be ideally?

6. How do you feel yourself in this issue? What are your feelings about this issue?

D. Institution

1. Do you know whether there's an "official" definition of plagiarism in your organization?
2. Does your University have a general policy and specific practices about plagiarism?
If yes explain
3. What does the university do? What role does the University play in order to deal with plagiarism?
4. What powers within the university do you have in student's plagiarism?
5. How do you act? Do you act alone or are you supported by the University? In what ways are you supported by your university in the whole topic of plagiarism?
6. Training? Have you ever participate in some courses about plagiarism in the University? Explain
7. To what extent do you think it would be useful some training about this issue?

Only ask the following questions if they bring up a particular type of plagiarism:

8. *Where do they find information?*
9. *Do they listen your advice?*
10. *Do they use the information in a proper way? Why?*

E. Reasons

We are now interested about factors that you think influence students attitude towards copying and plagiarism. We want to understand your opinions about those factors responsible for the dynamics of fraudulent practices such as plagiarism in the university environment.

11. Why they plagiarize? What are the main reason?

12. To what extent do you think students know when they are plagiarizing?
13. Do you think they are informed and have enough knowledge about students' plagiarism?
14. Is there any specific profile of students that you think plagiarizes more than others?

F. Prevention

Let's think about plagiarism as a Process. Now we are interested to know how it is prevented. In this case, preventing plagiarism practices means the change of academic practices in the scope of reducing the need to plagiarize. Throughout all of this I would like to focus on your specific role and that of the University if you think it is relevant.

1. What do you think is the best way to prevent plagiarism?
2. Does the university do anything to prevent students' plagiarism?
3. How imbedded in the university's culture do you think dealing with plagiarism is?
4. Do you do something in order to prevent student's plagiarism? Can you explain?
5. *Extend the question if necessary giving them ideas:* When you set assessment to what point do you consider plagiarism?
6. What other practices do you think would be good to prevent it? How feasible is for you to implement?

Only ask the following questions if it doesn't come out naturally

7. *Do you think that talk with students is a good practice and why?*
8. *To what extent the knowledge of what constitute plagiarism gives one the possibility to prevention it among students?*

G. Detection

1. In the example you gave me before, how did you detect it? How did you detect other cases you have not mentioned?
2. Have you ever used some program/tools to detect plagiarism such as Turnitin?

3. How did you find it? Was it useful?
4. Do you normally make a point to trying to detect plagiarism? How/what do you usually do?
5. How much effort do you need to place to detect plagiarism?
6. To what extent do you feel this effort is worthwhile?
7. How do you feel when you detect it? What are your thoughts at that point?

H. Management

1. When and how do you decide to act or no act against this issue?
2. How do you deal with students' plagiarism? What did/do you do to deal with plagiarism? Namely, what do you do when you find that a student has plagiarized?

For example:

- Fail
 - Talk to student
 - Talk to relevant authority
 - Inform other students
 - Apply university policy
3. To what extent do you have autonomy? What support do you have/not have in order to exercise such autonomy?
 4. Have you sometimes decided not to act when faced with plagiarism?
 5. Have you been affected by some reactions?
 6. To what extent do you consider is part of your job? Or to what extent do you consider is your responsibility to manage plagiarism?
 7. Do you have time to manage this issue? How do you do it?
 8. Does your university support professors that detect students' plagiarism? In what way?
 9. In which way could university help professors to deal with this issue?
 10. After the situation was dealt with, did this make you change anything the next time you taught that subject?

I. General/ Closing

1. What are the main problems for you as a professor, that you have encountered in relation to plagiarism?(example: more time needed to correct)
2. In your view, who and what could be done to solve these problems? (ask them to break down in Prevention, detection, management)
3. How could your role as professor help these problems?
4. How prevalent/big is plagiarism a problem in your Professional life?
5. Before we end I was wondering if there is any other feedback you would like to provide or add about plagiarism.

Thank you for answering all our questions, it has been really helpful your time.

Could I re-contact you if I need clarification?

Do you want a copy of our executive summary of results?