

## Perceptions and attitudes of cheating among faculty nursing students at Tanta University

Samia A., Elnagar<sup>1</sup>, Monera bassuny Abdall Elshemy<sup>2</sup> and Safaa Mohammed El-Demerdash<sup>3</sup>

Assistant Professor, Pediatric nursing, Faculty of Nursing, Monufia University\*. Lecturer, Medical Surgical Nursing\*\*, Assistant Professor, Nursing Administration\*\*\*, Faculty of Nursing, Tanta University, Egypt  
E-Mail [dreldemerdash@yahoo.co.uk](mailto:dreldemerdash@yahoo.co.uk)

DOI: <http://dx.doi.org/10.15520/ijnd.2015.vol5.iss04.80.01-07>

**Abstract:** These days' students are often involved in cheating and mass copying. Cheating in classroom or clinical settings may reduce a student's competence and hence, put patients at risk.

**Aim:** The aim of this study was to describe perceptions and attitudes of cheating among faculty nursing students.

**Method:** Descriptive design was used. The study was conducted at Faculty of Nursing at Tanta University. The sample consists of 508 undergraduate nursing students in the above mentioned setting. The data of the study was collected by using nursing students' perceptions and attitudes of cheating questionnaire.

**Results:** The results of the study showed that more than seventy (71.85%) of nursing students had moderate perceptions of cheating. More than sixty (65.94%) of nursing students described the most of cheating attitudes' statements as cheating. There were negative correlation among nursing students' perceptions of cheating in 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> & 4<sup>th</sup> year and their academic achievement at  $P < 0.01$ . There were no correlation among nursing students' attitudes of cheating in 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> & 4<sup>th</sup> year as well as total attitudes and their academic achievement at  $P < 0.01$ .

**Conclusion:** This study concluded that nursing students had moderate perception of cheating. They are perceived that the responsibility to limit cheating belongs to the instructors, the institution and students themselves as well as other students cheat more frequently than I do. They are believed that the most attitudes' statements of cheating are cheating. The current study results indicate that nursing student's perceptions of cheating had negative impact on their academic achievement.

**Recommendations:** According to this study results it is recommended that faculty together with students should develop and implement a code of honor to improve students' perceptions of cheating behaviors and promote integrity in the academic environment, as well as students' perception of cheating behavior, attitudes, values and beliefs all must be taken into account

**Key words:** nursing students, students' perceptions, attitudes, cheating.

### INTRODUCTION

Cheating is an act of dishonesty or adopting unfair means in order to gain an advantage, as said in the Oxford Dictionary. It is an act of fraud and deception [1]. As defined by [1] cheating is any act that breaches the set of rules established in a test, measures that provide an unjust benefit to students who take a test in a manner which is not fair to the other students, and/ or actions by students that may lessen, the exactness of test results. It was defined as fraudulent behavior involving some form of deception in which one's own efforts or the efforts of others is misrepresented [2].

Based on [3] & [4] students cheat because there are other students who cheat and get away with it; competition, the pressure to get good grades and get into good schools; teacher apathy; pressure from parents to get good grades; a desire to excel, laziness; a lack of responsibility, a lack of character, poor self-image, and a lack of personal integrity, students don't understand the material; tests or quizzes are too hard and given unfairly. Further, cheating has been strongly associated with the presence or absence of a traditional or modified honors code made known and enforced in the university setting, student-instructor relationships, course and program requirements.

Cheating methods include inside and outside of the classroom as well as contemporary; Cheating inside the classroom include stealing a test, lying to an instructor to get

more time for an assignment, falsifying lab data, taking an exam for a classmate, and having a friend forget one's name on an attendance sheet. Writing or providing a paper for another student, copying homework, copying a friend's computer program, working on an assignment with others when the instructor asked for individual work, failing to report cheating by others, non-attribution, and purchasing a paper someone else wrote were common examples of cheating behaviors outside of the classroom. Contemporary methods of cheating by using a cell phone, text messaging, a calculator, a Personal Data Assistant and improperly cited a reference from the Internet or even watches [5].

The many behaviors that constitute cheating combine to diminish students ability to accurately gauge student achievement [6]. For students who cheat there are personal consequences, such as missing the opportunity to develop a deep understanding of the content material. Over time, such students may develop a sense that everyone else cheats, that it is easy to do, and that it is a normal part of life. In essence, such students become desensitized to the academic cultural norm of integrity in learning. Furthermore, not only the academy but also society must contend with the consequences of student cheating. Faculty evaluates students who cheat on the basis that the falsely-completed work is a valid assessment of the students' knowledge and capabilities. This in turn provides prospective employers with an inaccurate impression of the students' abilities. Perhaps more serious, however, is the idea that the

behaviors that result in low academic integrity could well extend into professional practice resulting in significant consequences for the individual, the employer, its customers, and society in general [7]. In addition, cheating can diminish student and faculty morale and the sanctity of the educational process and the mission of the institution [8].

#### **Significance of study:**

Cheating is problematic from an ethical standpoint, in that students who cheat in school will likely behave unethically in real life scenarios, placing the public at risk [9]. A person's attitudes, beliefs or values concerning a certain object have considerable influence on behavior. Students' perceptions toward cheating are expected to significantly affect clinical practice and patient care. The nursing student who cheats will later become the nurse who falsifies client records and covers up medication errors. So, understanding the cheating problems among nursing students is important because these students are tomorrow's nurses.

#### **Aim of the study:**

The aim of this study was to describe perceptions and attitudes of cheating among faculty nursing students.

#### **Research question:**

- a. What are levels of nursing students' perceptions of cheating?
- b. What are attitude of nursing students of cheating?

#### **Subject and methods**

**Design:** Descriptive design was used

**Setting:** the study was conducted at Faculty of Nursing at Tanta University..

**Subjects:** the study subjects consisted of representative sample of nursing students (N= 508) were selected randomly from four levels, first year (N= 115), second year (N= 112), third year (N= 131) and fourth year (N= 150) and willing to participate in the study.

#### **Tool for data collection:**

Modified cheating questionnaire by [10] was used for data collection and contained 31 questions. . The tool consisted of three parts:

- a- **Part one:** Subject characteristics eg, age, grade, and academic achievement
- b- **Part two:** Nursing students' perceptions of cheating questionnaire composed of 14 items

#### **Scoring system:**

The subject's responses were in five point likert scale ranging from strongly agree (5), agree(4), neutral(3), disagree(2) and strongly disagree(1). The subject's responses were in five point likert scale ranging from strongly agree (5), agree(4), neutral(3), disagree(2) and strongly disagree(1). The cheating score is classified into three levels High 5,4, Moderate 3, Low 1,2.

**c- Part three** Nursing students attitude of cheating questionnaire composed of 17 items .

#### **Scoring system:**

The subject's responses were in three point likert scale ranging from 2 to 0 cheating (2), unethical but not cheating (1) and neither cheating nor unethical (0).

#### **Method:**

##### **Ethical& administration considerations:-**

- a. An official permission to carry out the study was obtained from responsible authorities at faculty of nursing at Tanta University
- b. The purpose of the study was explained and made clear to the educators of study setting to get their co-operation and acceptance.
- c. Tool of the study was written in Arabic language
- d. Content validity of the tool was performed by five experts in the field of nursing administration, medical surgical nursing and psychiatric nursing was 90 %.
- e. Pilot study was conducted on 10% from nursing students (who were excluded from the study population), to identify the obstacles and problems that may be encountered in data collection.
- f. The purpose of the study was explained to the students and their consent to participate was received and those who were willing to participate were given a questionnaire to complete.

##### **-Field work:-**

- g. Reliability of the tool was tested by using Cronbach Alpha test was .938
- h. The questionnaires were distributed to nursing students ( $n = 508$ ). .Before the questionnaire was administered, the subject were thoroughly briefed about the purpose of the study and the data collection process. They were also assured of their anonymity and the confidentiality of their responses.
- i. The data collection were completed during the period of 3 months from February to April 2012.
- j. Responding times to all questions in the tool consumes(15) minute. .
- k. Ethical consideration: all participants interviewed for explaining the purposes and procedures of the study, and they have the right to withdrawal from the study at any time of the study. Oral consent to participate was assumed of filling the sheet.

##### **-Statistical analysis:**

The collected data were organized, tabulated and statistically analyzed using SPSS software statistical computer package version 16. Descriptive measures, including frequency and percentage. Chi-square test was applied to determine differences between variables. Significance was adopted at  $p < 0.05$  for interpretation of results of tests of significance. Correlation between variables was evaluated using Pearson's correlation coefficient. Correlation is significant at the 0.01 level

**RESULTS**

Table (1) Characteristics of nursing students

Subject characteristics	First year (N=115)		Second year (N=112)		Third year (N=131)		Fourth year (N=150)	
	No	%	No	%	No	%	No	%
<b>Age</b> 18-20 21-22	111	96.52	106	94.64	88	67.18	25	16.67
	4	3.48	6	5.36	43	32.82	125	83.33
<b>Academic achievement levels</b> <b>Excellent</b> <b>Very good</b> <b>Good</b> <b>Satisfactory</b>	8	6.96	44	39.28	52	39.69	9	6.00
	13	11.30	29	25.90	37	28.25	113	75.34
	17	14.78	17	15.17	8	6.11	28	18.66
	77	66.96	22	19.65	34	25.95	-	-

**Table (1)** display characteristics of nursing students. This table shows that highest percent (96.52% , 94.64 % & 67.18%) of nursing students in 1<sup>st</sup>, 2<sup>nd</sup> & 3<sup>rd</sup> year aged 18-20 years while 83.33% of nursing students aged 21-22 year. In relation to academic achievement it was observed

that more than sixty (66.96%) of nursing students in 1<sup>st</sup> year had satisfactory level, nearly equal (39.28% ) of nursing students in 2<sup>nd</sup> & 3<sup>rd</sup> year had excellent level and more than seventy ( 75.34%) of nursing students had very good.

Table (2) Nursing students' levels of cheating perceptions

Cheating scale		
	No	%
<b>High</b>	129	25.39
<b>Moderate</b>	365	71.85
<b>Low</b>	14	2.76

**Table (2)** Shows nursing students' levels of cheating perceptions The table indicated that more than seventy (71.85%) of nursing students had moderate perceptions of cheating It was noticed that low percent ( 25.39%) of

nursing students had high perceptions of cheating and only ( 2.79% ) of nursing students had low perceptions of cheating

Table (3) Percentage of nursing students' perceptions of cheating statements

Cheating scale	Nursing Students N=( 508 )					
	Agree		Neutral		Disagree	
	N	%	N	%	N	%
1. Helping someone else cheat is not as bad as cheating myself	90	17.43	55	10.82	363	71.75
2. It is my responsibility to prevent cheating	279	54.92	142	27.95	87	17.13
3. It is the instructor's responsibility to prevent cheating	408	80.32	66	12.99	34	6.69
4. It is the institutions responsibility to prevent cheating	380	74.80	75	14.76	53	10.44
5. Cheating is a necessary part of life	56	11.04	29	5.70	423	83.26
6. If I saw another student cheating I would report the student to the instructor	197	38.77	182	35.80	129	25.43
7. If I saw another student cheating I would confront the student	206	40.55	173	34.06	129	25.39
8. If I saw another student cheating I would do nothing	140	27.55	146	28.74	222	43.71
9. I would cheat to avoid getting a poor or failing grade in class	95	18.70	69	13.58	334	67.72
10. I have to cheat just to get grades good enough to compete with other students at this school	68	13.38	44	8.66	396	77.96
11. Other students cheat more frequently than I do	279	54.93	78	15.35	151	29.72
12. If a good friend asked me to cheat for them, I wouldn't be able to say no	182	35.84	103	20.27	223	43.89
13. I would cheat in a class if it seemed that everyone else was cheating	92	18.11	84	16.53	332	65.36
14. I would cheat if doing so helped me retain my financial assistance	49	9.64	25	4.92	434	85.44

NB-strongly agree, agree= agree, strongly disagree, disagree= disagree

**Table(3)** Shows percent of nursing students' perceptions of cheating statements. It was observed that the large percent (71.75% ) of nursing students strongly disagreed or disagreed with statement of helping someone else cheat is not as bad as cheating myself. More than fifty (54.92%) of nursing students perceived that the responsibility to limit cheating belongs to nursing students themselves. While High percent (80.32% & 74.80%) of nursing students perceived that the responsibility to limit cheating belongs to the instructors and the institution. The large percent (83.26%) of nursing students strongly disagreed or disagreed with statement of cheating is a necessary part of life.

The table indicated that 40.55% & 38.77% respectively, of nursing students perceived that if I saw another student cheating I would confront the student and if I saw another student cheating I would report the student to the instructor respectively and nearly 25.43% strongly disagreed or disagreed. 43.71% of nursing students strongly disagreed or disagreed with statement of if I saw another student cheating

I would do nothing and 27.55% strongly agree or agree . The large percent (67.72%) of nursing students strongly disagreed or disagreed with statement of I would cheat to avoid getting a poor or failing. It was found that the large percent (77.96%) of nursing students strongly disagreed or disagreed with statement of I have to cheat just to get grades good enough to compete with other students at this school

Over half percent (54.93%) of nursing students perceived that the other students cheat more frequently than I do and 29.72% strongly disagreed or disagreed. More than forty( 43.89%) of nursing students strongly disagreed or disagreed with statement of if a good friend asked me to cheat for them, I wouldn't be able to say no and 35.84% strongly agree or agree. The large percent (65.36%) of nursing students strongly disagreed or disagreed with statement of I would cheat in a class if it seemed that everyone else was cheating. The large percent (85.44%) of nursing students strongly disagreed or disagreed with I would cheat if doing so helped me retain my financial assistance.

Table (4) Nursing students' levels of cheating perceptions among different academic years.

Cheating perception level	1st year N=( 115 )		2 <sup>nd</sup> year N=( 112 )		3 <sup>rd</sup> year N=( 131 )		4 <sup>th</sup> year N=( 150 )		X <sup>2</sup> P-value
	No	%	No	%	No	%	No	%	
High	59	51.32	24	21.44	17	12.97	29	19.33	2.335 .000*
Moderate	53	46.08	85	75.89	108	82.44	119	79.33	
Low	3	2.60	3	2.67	6	4.59	2	1.34	

\*Statistically significant at p<0.05

**Table (4)** Shows nursing students' levels of cheating perceptions among different academic years. The table indicated that more than fifty (51.32%) of nursing students from 1<sup>st</sup> year had high perceptions of cheating compared to large percent (82.44% , 79.33 % & 75.89% ) respectively of nursing students from 3<sup>rd</sup>, 4<sup>th</sup> & 2<sup>nd</sup> year had moderate perceptions of cheating .It was noticed that, nursing students( 4.59% , 2.67% , 2.60% & 1.34%) respectively from 3<sup>rd</sup>, 2<sup>nd</sup> , 1<sup>st</sup> & 4<sup>th</sup> year had low perceptions of cheating .Moreover, there were statistical significant differences among nursing students in 1<sup>st</sup> , 2<sup>nd</sup> , 3<sup>rd</sup> & 4<sup>th</sup> year and their perceptions level of cheating at P<0.05.

Table (5) Nursing students' description of cheating attitude statements for the four year

Cheating attitude	Total subject(508)	
	No	%
Cheating	335	65.94
Unethical but not cheating	173	34.06
Neither cheating nor unethical	0.00	0.00

**Table (5)** Shows nursing students' description of cheating attitude statements for the four year. The table indicated that, more than sixty(65.94%) of nursing students described the most of cheating attitude statements as cheating, while 34.06% of nursing students considering the most of cheating attitude items as an unethical but not cheating. Moreover, no one of nursing students considering the items of cheating attitude as neither cheating nor unethical .

Table (6) Nursing student description of cheating attitude statements among different academic years.

Scale items	1st year N=( 115 )		2nd year N=( 112 )		3rd year N=( 131 )		4th year N=( 150 )		X <sup>2</sup> P- value
	No	%	No	%	No	%	No	%	
Cheating	79	68.69	62	55.36	73	55.72	121	80.66	1.661. 000*
Unethical but not cheating	36	31.31	50	44.64	58	44.28	29	19.34	
Neither cheating nor unethical	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	

\*Statistically significant at p<0.05

**Table (6)** Shows nursing student description of cheating attitude statements among different academic years. As evident in the table there were statistical significant differences among nursing students in 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> & 4<sup>th</sup> year and their attitudes of cheating at P<0.05. High percent (80.66% ) of nursing students from 4<sup>th</sup> year described the most of cheating attitude statements as cheating followed by 68.69% from 1<sup>st</sup> year and nearly equal percent

(55.36%) from 2<sup>nd</sup> & 3<sup>rd</sup> year. 31.31% of nursing students from 1<sup>st</sup> year described the most of cheating attitude statements as unethical but not cheating followed by less than fifty (44.64% & 44.28) respectively from 2<sup>nd</sup> & 3<sup>rd</sup> year as well as 19.34 from 4<sup>th</sup> year. Moreover, no one of nursing students considering the items of cheating attitude as neither cheating nor unethical.

Table (7) Correlation between nursing students' perception, attitude, and achievement

variable		Students' Achievement				Total
		1st year N=( 115 )	2nd year N=( 112 )	3rd year N=( 131 )	4th year N=( 150 )	
Students' Perception	R	-0.387	0.047	- 0.050	-0.153	- 208
	p	.000*	0.624	0.574	0.061*	0.001**
Students' Attitude	R	0.082	0.047	0.069	0.047	0.012
	p	0.381	0.621	0.434	0.568	0.793

Negative correlation is significant at 0,01 level

**Table (7)** displays, correlation between nursing students' perception, attitude and achievement. There were negative correlation among nursing students' perceptions of cheating in 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> & 4<sup>th</sup> year as well as total perceptions and their academic achievement at P<0.01. There were no correlation among nursing students' attitudes of cheating in 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> & 4<sup>th</sup> year as well as total attitudes and their academic achievement at P<0.01.

## DISCUSSION

Cheating is a widespread problem in today's world. It has been considered to be the worst behavior since it causes a lot of bad effects to the cheaters in the future. One concern is the rate of cheating among nursing students. Cheating in classroom or clinical settings may reduce a student's competence and hence, put patients at risk [11-12,8]. So the present study was to describe perceptions and attitudes of cheating among faculty nursing students.

As is observed in table (2) more than seventy of nursing students had moderate perceptions of cheating. This may be due to that nursing students are honest and ethical. They are aware of the fact that cheating in the university are unethical., cheating is no more acceptable on the Islamic society and finally they are fear of being caught and severely penalized. In this respect, [13].said that the vast

majority of nursing students are honest and ethical. Actual incidents of cheating are rare. Therefore, nursing educators must treat students with respect and dignity, avoid creating a suspicious environment in which everyone is "assumed" to be cheating. The results are different from what was found by [14].and found that perceptions of cheating were lower among students in traditional higher education institution

The results of the current study revealed that the large percent of nursing students strongly disagreed or disagreed with helping someone else cheat is not as bad as cheating myself, cheating is a necessary part of life, if I saw another student cheating I would do nothing, I would cheat to avoid getting a poor or failing grade in class, I have to cheat just to get grades good enough to compete with other students at this school, if a good friend asked me to cheat for them, I wouldn't be able to say no, I would cheat in a class if it seemed that everyone else was cheating( table 2). This means that nursing students were demonstrated honesty as a basic ethical value in all educational programs and act ethically at all times, because they are taking a course of ethics and they taught how to be a good nurse so, nursing students have a higher ethical standard than other students This results are supported by [10] who found that undergraduate engineering students are strongly disagreed or disagreed nearly with the same cheating statements. The present results on contrary to the result of [14] who found

that students agreed and strongly agreed that cheating was part and parcel of daily life and almost everybody does it to get through the dental college.

Faculty teachers constantly emphasize the ethical implications of unethical behaviors and students' responsibility to maintain an atmosphere that supports integrity. Present study results indicate that more than fifty of nursing students perceived that the responsibility to limit cheating belongs to nursing students themselves. On contrary to the result of [10] who found that engineering students disagree with responsibility to limit cheating belongs to students themselves. In this respect, [6] mentioned that the students do not always take responsibility for their own cheating behaviors, and are often not willing to report their classmates' cheating behaviors. It seems unlikely that they will take the responsibility for their own learning or hold their classmate accountable for the cheating behavior .

The results of the current study revealed that high percent of nursing students perceived that the responsibility to limit cheating belongs to the instructors and the institution (table 3) This result is supported by [6] who reported that the students held faculty accountable for the cheating that takes place in the classroom. Not only do students believe that faculty should create fair assessments but that they should also prevent cheating and catch cheaters. Also the result was reported by [10] who found that undergraduate engineering students believe the responsibility to limit cheating belongs to the instructors and the institution.

As shown in the table (3) over half percent of nursing students perceived that the other students cheat more frequently than I do. These result are similar to [10] who found that 66.6 percent of his sample perceived the other students cheat more frequently than I do. Essentially, students are convinced everyone cheats as much if not more than they do. The results of the current study revealed that less than fifty of nursing students perceived that if I saw another student cheating I would confront the student( table 2). This may be related to what had been discussed earlier that more than fifty of nursing students perceived that the responsibility to limit cheating belongs to nursing students themselves. On contrary to result of [10] who found that a majority of engineering students not report instances of cheating to an instructor or confront a student they observed cheating.

The table(3) indicated that more than fifty of nursing students from 1<sup>st</sup> year had high perception of cheating compared to large percent of nursing students from 3<sup>rd</sup>, 4<sup>th</sup> & 2<sup>nd</sup> year had moderate perception of cheating Moreover, they lack orientation to disciplinary language and disciplinary content. This results are supported by [5] who reported that students in second and third years thought that the level of cheating was lower than first-year students. In contrast to the finding of this study, is the finding of [16] who revealed that seniors students had the highest level of perceived cheating

The results in the table(4) indicated that there were statistical significant differences among nursing students in

1st , 2nd ,3rd & 4th year and their perceptions level of cheating. As evident in the table(6) there were statistical significant differences among nursing students in 1<sup>st</sup> , 2<sup>nd</sup> ,3<sup>rd</sup> & 4<sup>th</sup> year and their attitudes of cheating at  $P<0.05$ . Such results are similar to [17] who reported that cheating is different at different levels of education and change with age. [18] who stated a statistically significant difference between the beginning and graduating students for the behaviors included in the Faculty Disregard for others. The table(5) indicated that more than sixtyof nursing students described the most of cheating attitude statements as cheating. This means that those students are aware of cheating behaviours and as mentioned before nursing students are honest and ethical. This result are contradicted with [19] who found that a strong majority of the respondents did not believe that handing over exam results and/or receiving them after an exam (questions 8 and 9) is considered academic dishonesty and cheating. Also , [2] reported that most students do not perceive their cheating actions to be wrong.

[20] mentioned that grade point average (GPA) often is negatively correlated with cheating and is consistent with present findings there were negative correlation among nursing students' perceptions of cheating in 1st , 2nd ,3rd & 4th year as well as total perceptions and their academic achievement at  $P<0.01$ . This means that when differences are found, lower achieving students cheat more than do higher achieving students. This findings are similar to [21] who found that academic cheating behavior index had significant negative relationships with global score of n-Arch and six of its nine components, namely, achievement behavior, aspiration level, persistence task tension, time perspective and recognition behavior.

The results in the table(7) indicated that there were no correlation among nursing students' attitudes of cheating in 1<sup>st</sup> , 2<sup>nd</sup> ,3<sup>rd</sup> & 4<sup>th</sup> year as well as total attitudes and their academic achievement at  $P<0.01$  This results are supported by [10]. have found little or no correlation between cheating and ethnicity or cheating and religious beliefs and the correlation between cheating and gender has yielded mixed results. However, other demographic factors such as grade point average (GPA), age, and participation in organizations (such as fraternities and athletic teams) have been shown to be related. They also have observed an inverse correlation between cheating and GPA, meaning that students with lower GPA tend to cheat more . Also, students appear to cheat more frequently as they progress through college .

## CONCLUSION

Nursing students had moderate perception of cheating. They are perceived that the responsibility to limit cheating belongs to the instructors, the institution and students themselves as well as other students cheat more frequently than I do. They are believed that the most attitude statements of cheating are cheating. The current study results indicate that nursing student's perceptions of cheating had negative impact on their academic achievement

## RECOMMENDATIONS

In the light of the findings, the following recommendations are suggested

- a. Nursing faculty together with students should develop and implement a code of honor to improve students' perceptions of cheating behaviors and promote integrity in the academic environment.
- b. Nursing faculty must take into account student perception of cheating behavior, attitudes, values and beliefs .
- c. Ethical behaviors must be established by including not only oral and written exams and projects but also during class and/or after class ethical behaviors and class participation in student evaluation.
- d. Developing and implementing comprehensive policies to address cheating assist faculty in recognizing the behaviors and establish procedures for effective intervention.
- e. Faculty and administrators need to be skilled in identifying and responding to students who exhibit unacceptable, unsafe, or cheating behaviors.
- f. Similar studies could target a variety of nursing education faculties.

## ACKNOWLEDGMENT

The researchers gratefully acknowledge all nursing students participated in this study at Faculty of Nursing in Tanta University

## REFERENCES

- [1]. A, Nazuk Y, Siddiqui, M, Gul et al. Analysis of cheating disorder among University Students through randomized response technique. *International Journal of Business and Behavioral Sciences* .; 3, (3):( 2013 )15-21.
- [2]. CJ Theart. The status of academic integrity among nursing students. *Master of Nursing Science at Stellenbosch University*, (3) : (2011):15 .scholar.sun.ac.za/bitstream/.../1/.../theart\_status\_2011.pdf...
- [3]. P McGee .Supporting academic honesty in online courses.2013: 1-31 [www.thejeo.com/Archives/.../McGee.pdf](http://www.thejeo.com/Archives/.../McGee.pdf).
- [4]. SA Shariffuddin & RG Holmes.Cheating in examinations: A study of academic dishonesty in a Malaysian college asian. *Journal of University Education* . 5 ( 2): (2009): 99-124.
- [5]. J Wilkinson .Staff and student perceptions of plagiarism and cheating. *International Journal of Teaching and Learning in Higher Education*. 20(2) (2009) 98-105. <http://www.isetl.org/ijtlhe>.
- [6]. V Higgins. Faculty and students' perceptions of cheating behavior: a journey into moral development.. Doctor thesis ,Cleveland State University.( 2010) 26.
- [7]. TS Harding, DD Carpenter, C Finelli et al. The influence of academic dishonesty on ethical decision-making in the workplace: A study of engineering students. *proceedings of the American Society for Engineering Education .Annual conference & exposition*. (2004 ): 1-11.
- [8]. MA Wideman. Caring, sharing, coping and control: academic dishonesty and the nursing student.(degree of Doctor of Philosophy Department of Curriculum, Teaching and Learning Ontario Institute for Studies in Education University of Toronto (2009) 1-6. [www.iis.org/CDs2010/CD2010IMC/.../EB142ZD.pdf](http://www.iis.org/CDs2010/CD2010IMC/.../EB142ZD.pdf)
- [9]. DD Carpenter, TS Harding, CJ Finelli. Using research to identify academic dishonesty deterrents among engineering undergraduates. *Int. J. Engng Ed*. 26(5): (2010)1156–1165
- [10]. DD Carpenter, TS Harding, CJ Finelli. The implications of academic dishonesty in undergraduate engineering on professional ethical behavior. *peer-reviewed proceedings of the World Environmental and Water Resources Congress, Omaha, NB*. (2006)1-12.
- [11]. Mizuno. Cause and Effect of Cheating.( 2012).[mizunothay.blogspot.com/.../cause-and-effect-of-cheating](http://mizunothay.blogspot.com/.../cause-and-effect-of-cheating).
- [12]. Misbah.. Causes and Effects of Cheating on Students2012.[misbahworld.blogspot.com/.../causes-and-effects-of-che](http://misbahworld.blogspot.com/.../causes-and-effects-of-che).
- [13]. Vicky. Cheating in the Classroom. (2013) Retrieved, from <http://allnurses.com/showthread.php?t=389004>
- [14]. J De Lislea, SH Josephb , CB Williams.c.A little leaven corrupteth the whole lump”: academic cheating as a hindrance to achieving quality in higher education. *Caribbean Teaching Scholar* . 1 ( 1 ) : (2011) 5-19.
- [15]. P A Jeergal, R Surekha, P Sharma, K Anila, VV A Jeergal, Tabitha Rani. Prevalence, perception and attitude of dental students towards academic dishonesty and ways to overcome cheating behaviors. *Journal of Advanced Clinical & Research Insights* 2, (2015)2–6.
- [16]. Watters MP, Robertson PJ., Clark RK. Student perceptions of cheating in online business courses.( 2011)1-14. [www.aabri.com/manuscripts/11846.pdf](http://www.aabri.com/manuscripts/11846.pdf).
- [17]. Błachnio A , Weremko M .Academic Cheating is contagious: the influence of the presence of others on honesty. a study report. *International Journal of Applied Psychology*. 1(1) ;(2011) 14-19. DOI: 10.5923/j.ijap.20110101.02 .
- [18]. J Beck. Deconstructing student perceptions of unethical behaviors In *The Nursing Education Triad*. Doctoral theses, Faculty of Louisiana State University and Agricultural and Mechanical College, California State University. (2009).
- [19]. A S Yekta, RA Lupton, AAK Maboudi. Attitudes, perceptions, and tendencies of the Iranian Students in Medical Fields towards Cheating and Academic Dishonesty *Journal of Paramedical Sciences* .; 1, (4):.(2010)
- [20]. E.M Anderman and C Midgley .Changes in self-reported academic cheating across the transition from middle school to high school *Contemporary Educational Psychology* 29 (2004) 499–517
- [21]. A S Olanrewaju .Correlation between academic cheating behavior and achievement motivation. *Nature and Science* ;8(12) (2010). <http://www.sciencepub.net>.