

Plagiarism: Implications in Professional Life, Prevention and Cures

Ahmed Hamoda Fadlalla¹ and Mohammed Yunis Yahya²

English Language Institute, the University of Khartoum

English Language Institute, the University of Khartoum

Author Note

Ahmed H. Fadlalla; Associate Professor at the English Language Institute, the University of Khartoum.

Mohammed Y. Yahya; Associate Professor at the English Language Institute, the University of Khartoum.

We have no conflict of interest to disclose.

Correspondence concerning this article should be addressed to Ahmed Fadlalla, English Language Institute, the University of Khartoum. P. O. Box: 321, Khartoum, Sudan. Email:

fadl8alla@yahoo.com

Abstract

Plagiarism as a form of academic misconduct represents a serious violation of the academic values of integrity and honesty, and has implications that go beyond the university to the workplace, the economy and society. Research indicates that students who plagiarize and engage in other forms of academic misconduct are more likely to engage in unethical practices in the workplace in their future professional life. This is especially relevant to business and engineering students who have been reported for the highest rates of violations, and they transfer these unethical behaviors to the workplace. Business and engineering graduates later become corporate executives and leaders who wield great power and influence in the organizations they lead; the unethical actions they take are bound to affect their organizations and the society. The paper presents an interdisciplinary overview drawing on relevant research that locates plagiarism as a form of academic misconduct in education practice, and traces the implications on corporate businesses, management, ethics, and leadership. The absence of ethics education causes students to become more tolerant with academic violations, and later violate professional ethics in the workplace. As executives, the unethical decisions they make are often rationalized as necessary for organizational success. Consequently, a culture of cheating and impunity is generally condoned. It is in this context of a general decline in ethics that the reported failure of big international businesses can be better understood. The way out is a return to ethics education in schools. Some measures are suggested for cures.

Keywords: plagiarism, citations, referencing styles, higher education, corporate businesses, business students

Plagiarism: Implications in Professional Life, Prevention and Cures

Strict adherence to the academic conventions of writing scholarly works is a daunting task. Honesty and integrity are an integral part of a universal academic ethos built on trust, honor and truth. Academic values are cornerstones in passing down knowledge truthfully to succeeding generations of scholars, whose original contributions continually lead humanity to advancement through the ages. These values are essential for the freedom of thought and intellectual inquiry in a healthy academic culture for scholars to add original and credible contributions to the existing accumulated knowledge. Plagiarism and other forms of academic misconduct violate established academic values and must be tackled in higher education institutions. Ethical values of academic integrity have to be part of any college educational program so graduates carry with them these values to the workplace as employees and eventually as leaders. Higher education institutions, therefore, have a duty to prepare students intellectually, morally and psychologically for their future professional life and leadership roles.

However, higher education instructional programs have in recent times focused on subject-based curricula offering certain market-oriented specializations that are tailored to produce skilled workforce to meet the job needs of corporate organizations. Specifically, there has been a remarkable proliferation in schools offering market-directed subjects such as business, management, accounting, economics, and engineering. Graduates of these disciplines represent nearly half of all graduates; for example (47.7%) in the 28-EU states in 2015. The sheer numbers of graduates of these schools, and the power and influence they wield in future as professionals, business executives and as leaders, place them in the position to lead the wheel and set the direction and pace of the economy and society as a whole. This mode of higher education policy has sidelined the concern for ethics education, with the consequences that graduates may be skilled in their discrete specializations, yet may be lacking in the necessary ethical standards required for leadership. This is precisely what we see in higher education institutions today; the pervasiveness of plagiarism and other forms of academic misbehavior.

Scores of studies have shown that students who engage in academic misconduct at college likely also commit unethical practices in the workplace later as professionals and leaders, with far-reaching implications for the people and the businesses they lead. It is in this context that we can have a better understanding of the widely reported collapse of big corporate businesses as evidence of the gravity of the consequences involved in the absence of ethics education in universities and colleges.

For these concerns, and in the fight against plagiarism and other forms of academic misconduct, higher education institutions are called upon to incorporate ethics as part of their study programs that instruct students on how to carry out their academic tasks with honesty and integrity; values which they carry with them to the workplace in future. The first steps in that direction begin in the writing classes where students are instructed on the principles of documentation how to write their research and assignments with integrity to avoid plagiarism, and further to foster ethical academic conduct. This is to ensure that students receive the requisite moral and ethical education they need to prepare them for their future roles as productive citizens, conscientious professionals and responsible leaders.

Plagiarism: Meaning and Magnitude

Plagiarism is a special term used in writing to refer to the unacceptable practice of borrowing information or ideas from an original author without acknowledgement or proper attribution to the originator. Plagiarism constitutes a breach of the academic values of integrity and trust. (Bahadori et al., 2012; Kadilkar 2018; Pecorari 2010). It is a form of cheating or plundering, as is denoted by its Latin origin. In Latin, it derives from the words “*plagiarius*”, and “*plagiary*” (pl. “*plagiaries*”), the latter of which means “plunderer” (*Webster’s New Collegiate Dictionary* 1985, p. 898)

Plagiarism is unacceptable since it involves illicit appropriation of other writers’ creative and intellectual property from the part of plagiarizers and representing it as their own creation. Every information that is not common knowledge or the writer’s own original creation must be attributed to its originator. In academic settings, plagiarism is a serious offence and a major concern for college administrations, education policy makers and society at large. In one of the earliest studies on academic misconduct in universities and colleges in the United States, Bowers

(1964) surveyed over five thousand students in some ninety-nine US colleges. Bowers found that three quarters of those surveyed had engaged in one form or another of academic misconduct during their university years. Subsequent studies also found that plagiarism and other forms of academic misbehavior are widespread and on the rise (McCabe 2005; McCabe & Treviño 1997; Nonis & Swift 2001; Teixeira, A. & Rocha, M. 2010; Bahadori et al., 2012; Grigg, 2016).

Plagiarism: A Multifactorial Phenomenon

In academic context, research on academic ethics describes plagiarism as a multifactorial phenomenon (Khadilkar, 2018). This includes individual factors, (such as gender, level, skills, ethics, abilities, honesty), institutional factors (include university regulation against plagiarism, ethic codes, legal consequences, policies), and contextual factors (e.g. peer cheating, students' perception, acceptance, rejections). Other factors include socialization, motivation, and technology temptation. Faculty at institutions of higher education is another factor which has "a role preventing, allowing or even encouraging academic misconduct" (Heckler, 2012, p. 6).

Plagiarism as a Form of Academic Misconduct

Plagiarism represents the most conspicuous form of academic misconduct that has received the most attention. It has sparked world-wide concern because of its adversary effects on the quality of education that students receive, and its serious future implications on business, the economy and leadership. (Jones, et al 2005) Plagiarism is detected in students' written exams and assignments, which are assessed according to the merits of their writing; their final grade score is based up to 90% on the written answers they submit for assessment (Velliari, D. & Paul B. 2016). To get good grades is a key factor to explain why students are tempted to plagiarize.

As the most noticeable form of academic misconduct, plagiarism, together with other forms such as cheating in exams, collusion in assignments and fabrication of data, have implications that go far beyond the university or college to the wider economy and society. They are not isolated cases of individual misconduct, but are characteristic of those with the propensity to engage in unethical practices at college and at work. A good deal of research has shown that plagiarism gives an early sign that students who plagiarize at college are more inclined to engage in similar forms of misconduct at the work place as employees in the future (Adams, George 2008; McCabe, D.L.

1997a; Nonis, A. & Swift 2001; Sims 1993; Smyth et al. 2009). Students who cheat tend to rationalize their dishonest acts, and as a result, those “students who engaged in dishonest behavior in their college classes were more likely to engage in dishonest behavior on the job” (Nonis & Swift, 2001, p.76).

One of the main missions of higher education is to prepare graduates for their future professional life and leadership roles; in businesses, corporations, and in political and civil institutions. Higher education urgently needs to tackle plagiarism and other forms of academic misconduct, and design programs that cultivate the requisite values of integrity, honesty, and trust that guide students in carrying out their future responsibilities. Engagement in plagiarism and other forms of academic misconduct is opposed to those good values required in the future leaders. It gives early negative indicators on the leadership attributes of graduates - the future leaders of society. Those who plagiarize and cheat at college are found to have more propensity to engage in unethical practices in professional life. In a study sampling 130 engineering students, working full time for 6 months (workplace professional experience), and attending classes for 6 months (college experience), Harding et al (2004) state that “there is a relationship between self-reported rates of cheating in high school and decisions to cheat in college and to violate workplace policies” (p.1). They suggest that involvement in unethical behavior at school is a strong predictor of involvement in similar unethical practices in collage and in the workplace.

This paper explores the connections between plagiarism as a form of academic misconduct and its wider implications for professional life and leadership. The paper is an interdisciplinary overview, drawing on relevant research findings in the disciplines of language, education, corporate business, management, ethics and leadership. It relates plagiarism as a breach of academic integrity in language use, to instructional practice in higher education, to the values students gain at college which shape their future identities, personal attributes and behaviors that ultimately influence their decisions in the world of work. Relevant research findings in these various fields concur that students who plagiarize and cheat at college are likely to engage in similar cheating behaviors in the workplace (McCabe et al 2017; Rujoiu, O. & V. Rujoiu 2014; Harding et al 2004; Nonis, S. & Swift, C. 2001; Adams, George 2008; Sims 1993; Smyth et al. 2009, Bagraim et al 2014). In the field of leadership, especially for executives of corporate business and engineering establishments, graduates of these disciplines have been reported for the highest

rates of academic misconduct (Bagraim, J. et al 2014; Bowers, 1964). And following graduation, they likely carry with them these types of wrong behaviors to the workplace. Eventually, these graduates become the leaders and executives of corporate businesses during their professional career; some of whom would be involved in ethically questionable practices in their organizations (Adler, P. 2002; Cordeiro, W. P. 2003). The spectacular collapse of some big corporate companies world-wide can be better understood in this context of students' academic misconduct at college, producing graduates who likely violate professional principles at the workplace in future, and eventually engage in ethically questionable practices as business executives and leaders.

For these far-reaching implications that affect businesses, institutions and society at large, higher education institutions have to take drastic measures to curb the prevalence of plagiarism and other forms of academic misconduct among students.

Avoiding Plagiarism: the First Step in the Right Direction

It is important that students are aware of what constitutes plagiarism and its adverse future implications; and to familiarize themselves with the principles and strategies they can use to avoid it. Documenting sources of information used in a piece of writing is the first step towards producing a plagiarism-free academic work, indicative of honest conscientious student academic behavior. Documentation of sources involves two closely connected processes: in-text citations and a list of references. In-text citations are brief notes about the author - and the date of the published work - to be inserted in the running text of body paragraphs. This is done throughout the paper every time information or ideas are borrowed from the different sources the writer has used. But these in-text citations alone are not sufficient as a means of documentation to avoid plagiarism. They have to be complemented at the end of the paper by providing the full bibliographic details of the authors and works that appeared in the citations. This constitutes the List of References; a detailed listing of all the authors and sources of information corresponding to the citations the writer has mentioned in the body of the paper. The two documentation processes are complementary, and one can't be a substitute for the other, as some students may think.

Because of the seriousness and complexity of the problem, it is important to demarcate the boundaries of what constitutes plagiarism and what not. There are different levels of plagiarism

that call for a reconsideration of the concept (Evering, L. & Gary M. 2012). It is possible to distinguish between intentional and unintentional plagiarism.

Intentional and Unintentional Plagiarism

Intentional plagiarism occurs when a writer deliberately makes use of information, ideas or words from an original source without giving credit to the originator. The writer is aware of the rules about how to properly acknowledge borrowed information, yet wilfully chooses not to comply with those rules; implying that the information presented is their own original work. Here is the offence of blatant plagiarism.

Unintentional plagiarism, on the other hand, occurs when the writer is not aware of the rules governing borrowed information, or that he/she inadvertently cites information incorrectly. They attempt to acknowledge sources, but record incorrect or incomplete information, such as misspelling the author's name, entering the wrong date, or the wrong page number, not using quotation marks etc... There are many such delicate situations when the writer attempts to acknowledge a source, but does it incorrectly, thereby falling into unintentional plagiarism (Council of Writing Program Administrators, CWPA, 2003). McCuen (2008) states that "most acts of plagiarism are likely acts of ignorance rather than intended acts of deception or fraud" (p. 152).

Fadlalla (2019) alerts those embarking on writing research to be vigilant about the many slippery situations where they can easily fall into unintentional plagiarism. Some instances include changing only a few words when paraphrasing from the original source, or not crediting the author when borrowing information or ideas in summaries and paraphrases. In quotations, copying words incorrectly from that of the original text; or entering the wrong page number, or forgetting to enclose it within quotation marks or not using ellipsis points to indicate omissions. In citing, misspelling the author's name; entering the wrong publication date, and not citing one's previously published works when using them. (p. 86)

Students should take utmost care not to fall into unintentional plagiarism since tiny errors may occur inadvertently. Also teachers need to be considerate and lenient with students when assessing their work, and give them the benefit of the doubt that their plagiarism is not wilful, but may be a result of entering the wrong information. They should take time to point out to students what went wrong with their writing.

The Advent of the Internet: Further Complications

The problem of academic cheating is further compounded by the advent of the internet, where students have easy access to vast amounts of digital information of varying degrees of credibility which they can manipulate to their advantage. Indeed, the internet has added further complications, to the extent that “many have come to regard the internet itself as a culprit in students' plagiarism” (Howard, R. & Davies, L. 2009: 64); or “as an agent of plagiaristic temptation” as Green (2002, quoted in Marsh, 2007) sees it.

Plagiarism and Implications for Future Professional Life

As an act of academic dishonesty, plagiarism also predicts of dishonesty in future professional life (Rujoiu, O. & V. Rujoiu 2014; Nonis, S. & Swift, C. 2001; Adams, George 2008). This is particularly alarming considering that graduates of the most attended schools (business and engineering) are reported for the highest rates of dishonest academic practice; misbehaviors which they are likely to take to the workplace in the future. Bagraim, J. et al (2014) found that dishonest academic behavior is prevalent amongst business students – “the business leaders of the future”. And in one of the largest and most comprehensive studies in the United States, Bowers (1964) found that 58% of engineering students self-reported cheating in college. In another study, McCabe (1997a) found that 82% of engineering students self-reported cheating, indicating that the phenomenon is on steady rise over the years. Commenting on the high rates of cheating, Harding, T. S. et al (2004) state that engineering students “reported the second-highest rates of cheating by academic discipline, behind only business students” (p. 2). Not “cheating values” that they need; instead, graduates need to carry with them moral values of responsibility, honesty and integrity to the workplace.

Ethical Values and Integrity in the Workplace

Ethical and moral values of honesty, integrity and responsibility are essential leadership attributes that need to be cultivated in college students to guide their behaviors in the workplace. In a wide study conducted by Wong, S. et al (2016), participants' perceptions of integrity in the workplace included notions such as “not taking credit for work that is not theirs”; being honest with others; “being true to their values at the workplace”; and “adhering to a rigorous work ethics such as being honest in their professional work”. Participants pointed out further qualities that they

considered to be important to carry to the workplace. They considered the concepts of power and responsibility and their implications “not misusing responsibility and power”, professionalism, and representing or being loyal to an organization to be especially relevant to the notion of integrity in the workplace. (Ibid)

These values are essential for those who will be the future leaders to guide their actions; and it is the responsibility of higher education to cultivate those values in students.

Higher Education and the Cultivation of Ethical Values in the Future Leaders

One of the essential roles of higher education is the preparation of future leaders through a rigorous educational regime that fosters in students ethical values that they carry with them to their future professional life and leadership roles. Education should therefore aim to produce ethical responsible leaders imbued with moral values and virtues as essential attributes (Colby et al 2003; Colby & Sullivan, 2009; Quinlan, 2011; Wong, S. et al 2016; Bass, B. M. & Paul S. 1999; Dey. E. Associates 2008). As leaders, they exercise their leadership to better the conditions of those they lead (Peterson, C. & Seligman, M. 2004; Shryack, J. et al 2010). As executives, they have responsibilities to their organizations to lead with integrity (Shacklock, A. & Melea, L. 2007). They have responsibilities to the people they lead to make a difference in their lives (George, B. 2003), by harnessing the knowledge and skills they have gained through education to pursue noble ends that transcend personal gain to achieve the common good. In addition to professional skills and packages of knowledge, university instructional programs should aim to promote virtues, ethical values and leadership qualities so to build a wholesome character during a student’s university career. And upon graduation, we will have young men and women who are most capable intellectually, psychologically and professionally to assume responsibility and leadership. The values students gain at college are bound to influence their actions and decisions in future as professionals and as leaders; and this underscores the vital role of higher education in preparing young people to lead with integrity for social responsibility, good citizenship, and wise governance. (Wong, S. et al 2016)

Honesty and integrity are some of the moral values that are universally shared by people across different cultures and denominations. Higher education academia is entrusted as guardian with the preservation of these values highly regarded as a collective human heritage. The *UK*

National Committee of Inquiry into Higher Education (1997), stated that there are values shared by academics all over the world which give higher education its unique and leading role in shaping individual and social identities. These values include: a commitment to the pursuit of truth, responsibility to share knowledge, freedom of thought and intellectual inquiry, and a commitment to the ethical values of academic inquiry. (cited in McNay, I. 2007, p. 2)

The Current State of Education: Partly to Blame

The goals of traditional moral education have focussed on developing the individual human character wholesomely to live a worthy human life of happiness and fulfilment (Reiss, M. & John W. 2013) through the pursuit of knowledge and the cultivation of virtues and moral values throughout students' university careers (Bowen, H. 1991; Hanson, W. et al 2016). Universities, therefore, have a duty to prepare students become responsible citizens and good leaders. In recent times, however, those values and goals of academic practice have been gradually replaced by other values that encourage the pursuit of individual gain over group interests. Education policy makers have become preoccupied with the process of teaching so much that they lost sight of the ultimate goals of education (Lawrence, J. 2006, p. 87), and drifted away from their moral developmental role (Sawyer, J. & Holub, M. 2009; Hanson, W. et al 2016).

University students will be the future leaders of society. We may ask: have these "future leaders" received the right training they need to cultivate the requisite leadership qualities? Do universities and colleges in fact have in place the right educational programs to ensure that students have indeed received the instruction, training and guidance they need to become the good leaders of tomorrow? Unfortunately, current education has neglected the cultivation of "ethical and emotional" leadership qualities such as integrity, honesty, justice, and social responsibility. Instead, it focuses on developing cognitive and academic competencies to produce skilled workforce for the market.

Universities treated like business organizations

Those ideals of developing the individual human character that have characterized traditional moral education have been gradually sidelined in contemporary education, and replaced by other values to meet the market needs for a skilled workforce. This sea-change in higher education philosophy entails that universities have lost their long-established autonomy and

independence and have increasingly been managed as business organizations subject to the market laws of profit and loss. University instructional programs have been designed to cater for the needs of corporate business organizations for skilled workforce. A new mode of university management is adopted, which Pollitt C. (1990) calls the “*New Managerialism*” school, with its own set goals and techniques characterized by: Strict financial management and devolved budgetary controls; efficient use of resources with a focus on productivity; use of quantitative performance indicators; promotion of market values and consumerism; consumer charters as mechanisms of accountability; creation of a disciplined, flexible workforce, using flexible/individualized contracts, staff appraisal systems and performance related pay; the assertion of managerial control and managers’ right to manage. (Ibid)

The consequences of applying this mode of management to higher education institutions is that education has been subjected to the market laws of profit and loss, not provided as a public service in which to invest in young people and prepare them for their future responsibilities. Students are trained in specializations that prepare them for the market, neglecting the type of instruction that builds their personal and moral faculties to prepare them for their future leadership roles. Students’ main concern now is to secure a well-paying job and get ahead in their professional career. In a world characterized by high unemployment rates, consumer culture and tough competition, students are increasingly under pressure to succeed at college, hence they are tempted to rationalize academic misconduct to get good grades (McCuen, R. H. 2008), secure a job and get ahead in life (Callahan, 2004). Considerations of moral and ethical conduct and social responsibility recede to the background. On ushering into the world of work, graduates become part of the larger world of business and play according the rules of the game.

Magnitude of the problem: a World-wide Culture of Cheating

Plagiarism and other forms of academic misconduct are found to permeate the academia across the world. In a world-wide study, comprising a sample of (7,213) undergraduate business students from universities in 21 countries, estimates of students’ copying ranged between 50% and 62%. The authors state that: “[o]ur worldwide survey on copying propensity among economics and business undergraduate students points to an average cheating propensity of 61.7%” (Teixeira, A. & Rocha, M. 2010: p. 677).

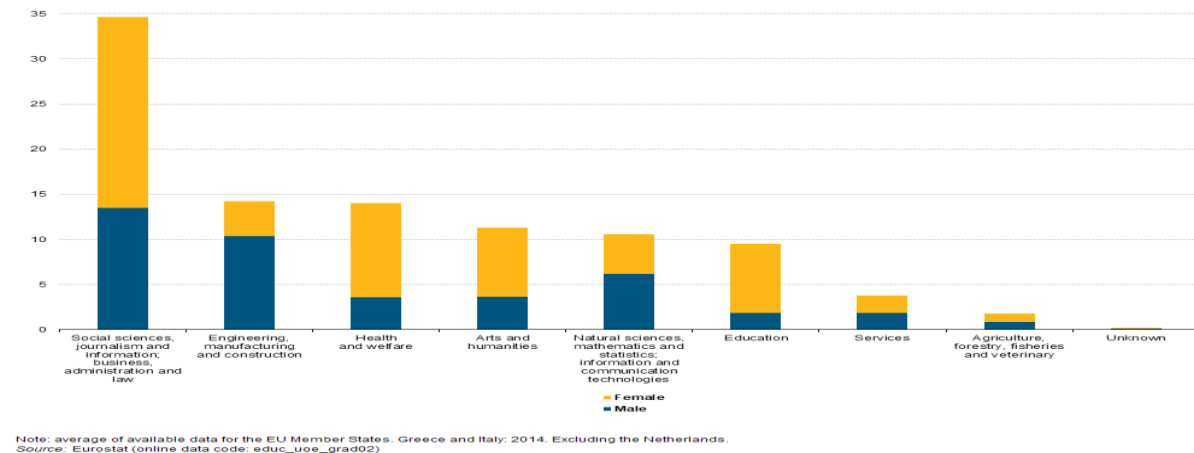
Cheating has become so prevalent to the extent that a world-wide “cheating culture” has emerged as a phenomenon not only amongst students in schools and colleges, but in different occupational and institutional settings. (Callahan, D. 2004; Crittenden, V. et al 2009) This is bound to have grave negative consequences on businesses, the economy and society as a whole. It is particularly alarming, considering that students carry with them the values and beliefs they have gained at college that shape their future identities as working citizens, business executives and political leaders. For these concerns, plagiarism and other forms of academic misconduct must not be tolerated, otherwise students get the message that “it’s OK” to cheat, and a culture of “impunity” develops (Kidwell 2001; Stickman 2004; Teixeira, A. & Rocha, M. 2010).

Business and engineering students deserve special scrutiny for three reasons: (1) because of the power and influence they wield as the future leaders and executives of corporate businesses; and (2) their values, beliefs and behaviors are liable to affect the organizations to which they will be affiliated in future, and in effect, the economy and society as a whole; and (3) they are reported for the highest rates of academic violations during their university years.

Business and Engineering Graduates Predominate the Market and Set the Example

Higher education has in recent times focused on market-directed subjects: business, management, economics, trade and finance, engineering etc... (We use the words business, business-related fields and social sciences interchangeably to refer to the group of subjects taught in business and management schools). Business and engineering schools are the most attended, and graduates of these schools make up the major share of all graduates, outnumbering graduates of other fields taking first and second positions respectively. This is reflected, for example, in the numbers and distribution of tertiary education graduates in the 28-EU member states in 2015, where slightly over one-third of all graduates come from social science departments (business and related fields), and about 14% come from engineering departments; as Figure 1 illustrates.

Figure 1

Distribution of tertiary education graduates by field in 28-EU States, 2015 (%)

Source: Eurostat ([educ_uoe_grad02](#)); Tertiary education statistics, (2017 June), Eurostat Information Database. Graduates' Statistics: EU Example.

Educational records of the 28-EU member states reveal that in 2015, approximately 4.7 million students graduated from EU tertiary education establishments (Eurostat Tertiary Education Statistics 2017). And that over one-third (33.8%) of those graduates come from social sciences schools: business, administration, economics, accounting, journalism, and information. Social sciences graduates (33.8%), together with engineering graduates (13.9%) make up (47.7%) of all graduates in the EU member states in 2015. Therefore, they predominate the job market, and consequently take the major share of leadership positions in these most dynamic sectors of the economy. Business students, on their part, will be the business people of the future; their beliefs and values are bound to affect their perceptions of acceptable and unacceptable business ethics, and consequently influence their decisions in the roles they take in the real business world. (Lawson 2004; Teixeira & Rocha 2010. P. 664)

Ironically, business and engineering students have been reported for having the highest rates of academic violations during their university career, occupying first and second place respectively. In the United States, for example, engineering students self-reported the second highest rates of academic cheating, behind only business students. (Harding, T. S. et al 2004; McCabe 1996; Bowers 1964) Again, in a report on an academic integrity initiative at the University College, San Diego (UCSD); it arrives to similar results; that engineering and social science majors are reported for the highest rates of academic violations. The report (on academic integrity at

UCSD, 2010-2011) states that “[a]lthough engineering majors account for only 18% of the undergraduate student population, they account for 41% of the students reported for violations”. On the other hand, social science majors (business and related fields) make up about 36% of the total student population at UCSD, 35% of whom are reported for violations.

In a world-wide study on business students’ ethical misconduct covering 21 countries, Teixeira and Rocha (2010) examining European universities found that students of business and related fields reported the highest rates of cheating at college. They reported that the magnitude of cheating among business and economics undergraduates in some European countries is “preoccupying” and has reached such high rates ranging between 62% in Portugal and 94% in Romania. (p. 671)

Association Between Business Executives and Students in Making Unethical Decisions

Business executives are perceived to be under increasing pressures and temptations that prompt them to make unethical decisions. To maximize profits and share-holder returns, using ingenious tools (tricks) in marketing to boost sales are examples of temptations that induce executives make unethical decisions which are rationalized as necessary for the success of the organization. This view implies that executives in the business world are seen to be somewhat exempted from moral and ethical considerations in making decisions in the way they conduct their executive responsibilities. Indeed, the origins of these rationalistic notions can be traced back to the instruction students received at college. Students have been trained on how to manage businesses to maximize returns and share-holder value, therefore they consider that their duty is to achieve success to the organization regardless of moral thinking, and that they are freed from ethical considerations (Smyth, L. et al 2009; Ghoshal, 2005). A significant percentage of students in business schools who violate academic principles (see figures above) seem to adopt these rationalistic views to justify their academic violations; and after graduation, they likely transfer this type of false rationalization to the workplace in future as employees and as leaders. In a cross-cultural study on business students in the UK, Denmark and New Zealand, the authors found that there is a general “acceptance of unethical decisions” among students. They reported that many of these business students are susceptible to “pay bribes, yield to pressure in unethical decisions, succumb to conflicts of interest, and introduce dangerous products to be competitive” (Lyonski & Gaidis, 1991: cited in Hanson, W. et al 2016: p. 7).

Students generally believe that business people take unethical decisions (Lawson 2004, Teixeira & Rocha, 2010, p. 667). They may disapprove of executives' unethical actions, at the same time many of these students engage in academic misconduct at college (Baumhart, R. 1961). Here is a paradox between their personal convictions to act ethically and external pressures to compromise ethical norms. For example, this is reflected in students' responses in a business ethics conference, which show that 97% of respondents agreed that "good ethics is good business", while 71% believed that upholding ethical values in business could cause them some harm. Moreover, 45% of respondents agreed to the statement that "a person in business is forced to do things that can conflict with her personal values" (Magner, 1989; Glenn, 1988; cited in Teixeira, A. & Rocha, M. 2010. p. 664).

This points to a conflict between students' personal values and their perceived personal interests to do well in college. On one hand, they uphold that ethics is good for business and disapprove of what they consider executives' unethical practices in the business world. On the other hand, a significant number of these students - under pressures and temptations - violate academic ethical norms when they plagiarize and engage in different forms of academic misbehavior, also justified as necessary to get good grades and do well in college. To act ethically or unethically is a real challenge that faces both college students and business executives when under pressures and temptations. Interestingly, both opt to sacrifice personal values and yield to the temptations and pressures to achieve personal or institutional interests, which are rationalized and justified.

Some lay the blame of the decline of ethics on the society (Callahan, D. 2004; Crittenden, V. et al 2009) where a "cheating culture" engulfs not only educational establishments, but the entire spectrum of institutions and organizations. Students' identities are perceived to be shaped by their immediate surroundings at home and school and by what they acquire from the society. And when high-profile leaders make no distinctions between what's right and what's wrong, the society itself becomes infected by ethical problems that impinge on students' behaviors. In particular, students of business and related fields are the most affected by the ethical malaise. Kidwell, (2001) observes that "[t]oday's business students have grown up in a society where distinctions between right and wrong have become blurred and where unethical behavior is observed and even expected in high-profile leaders" (p. 1).

However, the right place to locate the origins of the ethical decline (and start a revival) is perhaps the schools and colleges (Adler, P. 2002; Cordeiro, W. 2003; Cornelius N., et al 2007). This is where “high-profile leaders” received their moral education and professional training. Universities and colleges are the institutions that the general public entrusts to prepare young men and women for ethical leadership and social responsibility. In recent times, however, instructional programs in higher education institutions have focused on academic competencies to produce qualified workforce, neglecting ethical and moral education. The worldwide prevalence of plagiarism and other forms of academic misconduct is a testimony to the decline of ethics in higher education which can be attributed partly to the absence of ethics education in the curricula. A high percentage of students plagiarize, cheat, and violate academic principles; misbehaviors which they justify to pass exams and do well in college. After graduation, they transfer these unethical behaviors to the workplace where they take up jobs as professionals and leaders. Unfortunately, under these conditions, a culture of cheating and impunity is generally condoned, with far-reaching adversary effects on the leaderships and the future of the society at large.

A Thai Professor commenting on the pervasive cheating and plagiarism in a Thai school expressed his deep worries about the future of Thailand when these cheating college students become the future leaders of the country, said:

... the students who attend this school are likely to be the movers and shakers of the future in Thailand, the people who will be in positions of power. With the idea of impunity being re-enforced to them at such a young age, can we have any hope that corruption can be eliminated, or even reduced? These future leaders of the country are getting the message that it is ok to cheat.” (Stickman 2004, in Teixeira & Rocha 2010. P. 664).

But this pervasive cheating, at college and in the workplace, is rationalized as necessary for success in a highly competitive world. Students later become executives themselves who rationalize unethical practices. The two processes are mutually reinforcing, perpetuating the conditions for unethical behaviors in college and in the workplace. This is particularly evident in the case of business graduates ushering into the business world, who are more inclined to violate ethical norms than graduates in other fields (Kidwell 2001). The sheer numbers of business graduates overwhelm the job market and take a big share of executive positions in the corporate businesses. As a result, unethical practices permeate the corporate business world, eventually

leading to the collapse of big international companies. The widely reported scandals of some world famous corporate businesses can be better understood in the context of a wider decline in ethics.

Higher Education Implicated in the Ethical Malaise

The reported failure of corporate businesses is closely linked to the realities of education today. In recent times, higher education is based on a number of subjects offered to students to select from for specialization. Some of the most favoured subjects include business, engineering, management, economics, and accounting. These specialized subjects are intended to prepare students find jobs in the market, and meet the demands of employers for skilled workforce.

This mode of the subject-based education sidelined the concern for ethical and moral norms that need to be instilled in students to build a wholesome moral character who can assume responsibility and leadership. The absence of ethical and moral education in the curricula, coupled with the drive for competition and success, at college and in the workplace, whetted the appetites for greed and selfish personal gain instead of social responsibility for the common good. Not surprisingly, in the scamper to gain, students at college engage in different sorts of academic misconduct, such as plagiarism and cheating in exams to get good grades. As research shows, students who used to cheat at college, carry with them these unethical practices to the workplace. The result is that academic dishonesty at college leading to dishonesty in the workplace creates a pandemic of a “cheating culture” (Callahan 2004) which in turn produces leaders nurtured in that culture and carrying the ills that plagued the business world and eventually led to the collapse of some big international corporations.

It is in this context that we can have a better understanding of the big scandals in the corporate business world telling of the spectacular ethical failure of leaderships of some international companies that shock the world; driven by greed and selfishness.

Ethical Failure of Corporate Business Leaderships

A number of studies (Smyth et al; 2009; Sims, 1992; Rujio 2014; Cordeiro 2003; Adler, P. 2002) have pointed out the links between academic dishonesty and dishonesty in the workplace, and the association to the ethical and financial failure of big corporate businesses like Solomon Brothers, Enron, Madoff Investment Securities, Qwest, Beech-Nut, WorldCom, E.F. Horton, HealthSouth, Tyco, and Global Crossing.

The widely reported corporate business scandals give clear examples of the ethical failure of leaderships and point out the type of education that has produced such leaders to be part of the problem. Instead of preparing ethical responsible leaders, the education system has produced leaders involved in a range of ethical misconduct: bribery, corruption, fraud, spying, lying, collusion, and breach of trust. Some of the leaderships involved also resorted to cover-ups and shredding of documents to hide evidence of corruption (Smyth, D. & Kroncke, 2009). These unethical practices brought about grave consequences on the businesses concerned, on clients, and on the economy. Adler, P. (2002) gives a strong verdict on corporate leaderships' ethical failure:

The facts are clear. Executives have plundered firm assets with stock options, loans, and other forms of compensation (with handsome side payments to auditor-consultants and banks in the form of fees, interest payments, loans, etc.). Auditors have aided and abetted in the crime by hiding from stockholders and other social constituents the perilous state of their enterprises. Their appetites whetted by a speculative stock market bubble, predatory insiders (executives, auditors, investment bankers, consultants) have betrayed their legal and moral responsibilities. In their pursuit of private gain, they have wreaked social havoc, destroying savings and jobs in monstrous disproportion. (Adler, P. 2002, p: 1).

A few of the widely reported cases of disrepute include The Enron Corporation Scandal; The Bernie Madoff Investment Scheme; The Volkswagen Emission Scandal; and The FIFA Corruption Scandal 2015. Enron went bankrupt and fell down spectacularly as a result of a fraudulent scheme carefully planned by its accounting firm Arthur Anderson; in which the company's shares dropped from \$ 90 to \$ 0.50 and investors lost all their savings. Worst still is The Bernie Madoff Investment Scheme Scandal in the US, in which, the company's CEO driven by sheer greed, appropriated over \$65 billion of clients' charitable funds (Wikipedia).

Such disgrace would not have happened had the leaders of those defamed companies been screened earlier since when they were at college and their academic records checked for integrity and leadership qualities. Indeed, it is the duty of higher education to prepare ethical leaders to take charge with integrity and responsibility (Dey E. L., Associates 2008; Cordeiro, W. 2003; Cornelius N. et al. 2007; Colby A., et al. 2003; Adler, P. 2002). Company managers were interviewed to elicit their views on the causes of such grand-scale ethical failure in the corporate world. Cordeiro, W. (2003) found that business managers whom he interviewed were pessimistic about a revival of

good ethical behavior because they believed that the decline in business ethics is linked to “a decline in societal ethics”. Obviously, the way out of the vicious circle starts from a radical re-orientation of education; as indeed many of them have suggested: “teach ethics in schools” as the first and most important area to start the recovery of ethics, not only in schools, but in the societies at large that have in recent times been plagued by a consumer culture that promotes lifestyles pursuing gratification of desires, snobbery, ego-centrism, and selfishness.

Prevention and Cures

The decline of ethics in schools and in society calls for urgent redress to start a revival of morality and ethical conduct in colleges and in the workplace. A return to ethics education in university curricula is a key in this quest. And honor codes is another mechanism to strengthen ethical standards among students and staff. Avoiding plagiarism through documentation is another strategy to fight academic misconduct in higher education institutions. The ultimate goal is for universities to prepare ethical responsible leaders who are able to lead with integrity.

Education through Honor Codes and Ethical Conduct

Plagiarism and other forms of academic misconduct can be reduced or minimized through educating students on proper ethical conduct to promote awareness of academic integrity and trust. This entails a personal commitment and conviction to complete one’s academic tasks honorably and truthfully. Ethics education can take different forms: academic ethics codes, honor codes, and open discussions which require students and staff to abide by the terms of the ethics code to maintain high ethical standards and an honorable conduct in carrying out their academic tasks.

Honor Codes

Research has shown the importance of honor codes in nurturing integrity and ethical academic conduct that shape the attitudes of students (Rujoiu, 2009). In a study conducted in several colleges and universities in the United States, some of which had codes of honor; (e.g. Princeton University, University of Maryland, The George Washington University, West Point Academy); while others don’t; McCabe & Trevino (1993), found that behaviors such as cheating on tests and exams were more common in universities and colleges that lacked codes of honor. Especially important is the

finding that peers' perceived behavior regarding cheating to be the most important factor influencing students' decisions to cheat or not to cheat. Under honor codes, more students would be less inclined to cheat and hence have a positive influence on their peers who would follow suit and refrain from cheating, too. Honor codes therefore, reinforce academic integrity and create an awareness of what's right and what's wrong that makes students feel personally responsible about their actions; such that it becomes difficult for them to justify actions of academic misconduct (Kidwell 2001; O. Rujoiu & V. Rujoiu, 2014; McCabe, D. & Trevino, L. 1993). However, honor codes alone are not sufficient measures to curb the tide of plagiarism and other forms of academic misconduct. More rigorous rules have to be put in place to inform good practice and to deter offenders. Strict adherence to the academic principles of documentation, citations and acknowledgements of sources is imperative to produce good academic work.

Avoiding Plagiarism through Documentation, Citations and Referencing

Writers should make every effort to avoid plagiarism through documentation of sources and acknowledgement of authors. Everything that is not common knowledge or the writer's own creation must be documented and attributed to its original author. Common knowledge refers to information that is widely known and readily accessible in public resources such as handbooks, manuals and references (Alred, G.; Brusaw, C.; & Oliu, W. 2009). Documenting sources of information, giving due credit to original authors of works, providing proper citations and references is the surest way to producing a credible plagiarism-free academic work. For the purposes of credibility, clarity and consistency, different referencing styles have been developed to instruct writers on how to properly document sources of information used in research. For example, American Psychological Association (APA), Chicago, Harvard, Modern Languages Association (MLA), and Vancouver styles are considered as major citation styles (McMillan & Meyer, 2013; Lipson, 2006). Almost all citation styles present the required referencing information but in different ways. In this paper, the APA and Harvard styles are selected and briefly explained for three reasons. Firstly, they are categorized as author-date system. Secondly, they share some features in in-text citation and referencing processes. Notable ones are *parentheses*, *pagination*, use of Latin *et al.*, *quotation marks* and *italicization* (authors' italics). Thirdly, they are used in natural sciences, humanities, social sciences and engineering.

American Psychological Association (APA) Style

When citing materials (be it words, paraphrases, or direct text(s), different types of information, ideas, etc.), one can use APA referencing style to give credit to others' work. The American Psychological Association (2020) recommends using APA style because "it helps authors present their ideas in a clear, concise, and organized manner" (p. xvii). The style has specific characteristics relating to the layout of elements, type of font and rhetorical needs of the reader, the writer and the text. Some of the APA style features are shown below, based on consultation of the American Psychological Association (2020) and other sources.

APA Author-date Citation Format. A brief note about the *author(s) name(s)* and *publication date* (date within round brackets) is given either integrated in the body of text or not. The integration or non-integration in the text implies the message the citation sends (McMillan & Weyers, 2013; Pecorari, 2008; Lipson, 2006). Page (abbreviated to p., for singular page, or pp. in case of page range) number(s) are also added when direct quotation is used in the citation. There are two types of direct quotation: long quotation and short quotation. *Quotation marks* (double not single) are to be applied only to embedded short quotes (greater than forty-word quotes are long and hence should only be indented five spaces from margin, McMillan & Weyers, 2013, authors' italics).

Reference List. Corresponding to this brief author-date note in the citation is a complete description in the reference list at the end of the work. The list should be governed by specific layout and some punctuation rules. These include, but not limited to, *hanging indents*, *alphabetical order* of authors' surnames, *italicization of titles* (of books, journals and periodical volume numbers), *capitalization* of the first word of the book titles, use of: *commas*, *periods*, *colons*, use of the Latin expression *et al.* - the short form of '*et alia*' (for books with more than three authors), use of *ampersand* (&) and *n.d.*, which means *no date* (for sources of unknown date). The reference list must be labeled "References", emboldened and centered. As for hanging indents format, it is intended to "make it easy to skim down the list of references and see the authors' name" as Lipson (2006, p. 8) argues.

Explaining practically how to cite a reference in the text, the examples below will be followed by a relevant reference list.

- a. Chapter two of McMillan & Weyers' book considers some of the facts that surround plagiarism, as they mention (McMillan & Weyers, 2013).
- b. According to Green (2002, as cited in Marsh, 2007), plagiarism can be a "fluid and murky concept" that, once again, is difficult to define (Marsh, 2007, p. 14).
- c. "I quote others only to express myself better" is a quotation cited by Robert A. Harris in support of his preference of direct quotation to other techniques, as summarizing or paraphrasing. Harris (2017) argues

A few of the unique benefits offered by a direct quotation are as follows: Expert declaration. The exact words of an authority are more powerful than a summary or paraphrase of those words, even if the exact words are not remarkable in themselves. When readers can see precisely what an expert says, they can analyze, dwell on, or react to those words without any concern that some meaning has been lost through a paraphrase or summary. (Harris, 2017, p. 41)

- d. Bagraim et al., (2014) found that dishonest academic behavior is prevalent amongst business students – "the business leaders of the future".

References

- Bagraim, J., Goodman, S., & Pulker, S. (2014). Understanding dishonest academic behavior amongst business students – the business leaders of the future. *Industry & Higher Education*. 28 (5), 331–40. doi: 10.5367/ ihe.2014.0222.
- Harris, R. (2017). *Using sources effectively: Strengthening your writing and avoiding plagiarism* (4th Ed.). Routledge.
- Marsh, B. (2007). *Plagiarism: Alchemy and remedy in higher education*. State University of New York Press.
- McMillan, K., & Weyers, J. (2013). *How to cite, reference and avoid plagiarism at university*. Pearson.

Harvard Style

There are many similarities and some technical differences between the APA style and Harvard style of referencing. Like the APA style, Harvard style follows two steps for documenting sources: citation of source information and referencing of sources. They are explained below.

Harvard Citation Format. The Harvard citation is simply an acknowledgement or reporting of others' work. This appears within the text in a short form that includes essential elements of *author's name(s)*, *date* of publication, and *page* number(s). Page is abbreviated p., for singular page, or pp. in case of a page range. It is required to "include page numbers in the citation when you quote from, paraphrase or summarize a specific section in the source" (Dundalk Institute of Technology Library, 2022, p. 12). Besides, the whole work's page numbers (e.g. a journal article, a book chapter) must be provided in the reference list. The elements are (all or part) enclosed in round brackets (see example 'a' in *In-text citations Examples*). In Weber-Wulff's view (2014), the author-date format "has the advantage of not forcing the reader to refer back to the references" (p. 123) when the need arises.

Direct Quotation. In order to express yourself better and to directly reinforce the line of your reasoning or support the point you are making, one has to be fully aware of quoting effectively (McMillan & Weyers, 2013; Harris, 2017). Unlike APA, Harvard style uses single quotation marks to enclose a short direct quotation that must be inserted directly into the text. Quotations of more than two lines long, as Dundalk Institute of Technology Library (DITL) points out:

Should commence on a new line, be indented from the main text at both left and right margins, be typed in smaller font size to the main text of the work, be typed in single-line spacing; not have quotation marks, include the citation at the end. DITL, 2022, p. 3.

To illustrate the points mentioned above, see examples a, b and c in *in-text citations examples*.

Reference List, Bibliography and Webography. In-text citations should correspond with detailed references in a reference list at the end of the work to enable readers trace sources easily to find extra information they may need. Content of the list (e.g. books, websites, journals, etc.) should be arranged alphabetically on the bases of author(s') family name(s). The essential elements are author(s) or editor(s), initials, date/year of publication, title (of book, journal, etc.), edition (if not the first edition), place of publication, and publisher (see the example Reference

List). Although a fully detailed reference list is required, researchers “may be asked to provide a bibliography instead of or in addition to the reference list” (DITL, 2022, p. 2). The required bibliography includes all the relevant material that has been read to help prepare the work and they are not necessarily directly cited in the text (McMillan & Weyers, 2013; ARUL, 2019). The necessity of providing all the bibliographical details only once in referencing is an advantage which Harvard style has over other styles, as McMillan & Weyers (2013) maintain.

With the availability of using internet services, academia has been bombarded with electronic sources of material. These include social media sites (e.g. Facebook, Twitter) and websites. Using them cautiously, one has to construct references for them, either embedding them in the reference list or separating them in a ‘webography’ (DITL, 2022, p. 2) a newly coined label.

In-text citations examples:

- a. To distinguish between the use of brackets and parentheses, Harris (2017) wrote ‘square brackets are used to add words inside a quotation’ (p. 56).
- b. In an attempt to answer the question *why cite?* Lipson (2006) asserts that there are three reasons to cite the materials you use :

[1] To give credit to others’ work and ideas, whether you agree with them or not. When you use their words, you must give them credit by using both quotation marks and citations [2] To show readers the materials on which you base your analysis, your narrative, or your conclusions [3] To guide readers to the materials you have used so they can examine it for themselves. Their interest might be to confirm your work, to challenge it, or simply to explore it further. (p. 3)

- c. Bakken and Andersson-Bakken (2021), writing in the *Journal of Curriculum Studies* mention that ...

Reference List

Bakken, J. & Andersson-Bakken, E., (2021). The textbook task as a genre. *Journal of Curriculum Studies*, 53(6), pp. 729-748.

Harris, R. (2017). *Using sources effectively: Strengthening your writing and avoiding plagiarism*. (4th Ed.) Routledge.

Lipson, C. (2006) *Cite right: A quick guide to citation styles – MLA, APA, Chicago, the sciences, professions, and more*. The University of Chicago Press.

Skills of Summarizing and Paraphrasing

In addition to using direct quotation, which “can have a dramatic and powerful effect in your paper” (Harris, 2017, p. 41), two alternative methods are essential for any academic work to make use of information from original sources in the proper way by providing due acknowledgement to the original. These are summarizing and paraphrasing. They give the writer the opportunity to exploit the information given in the source, at the same time they offer them the freedom to make their own interpretations of the given information.

Summarizing

Summarizing involves reducing a large portion of information to a brief concise form. This is done by leaving out unnecessary information, retaining only main ideas and important details; then expressing these in the writer’s own language and style. A summary, therefore, is usually shorter than the original version. While summarizing avails the writer with relevant information borrowed from other sources, at the same time it guards against plagiarism. A good summary should also be faithful to the meaning and intention of the original.

Paraphrasing

Paraphrasing involves the use of the writer’s own language and style to express ideas borrowed from an original source while keeping the meaning the same. Paraphrases must be documented, acknowledging the originator of the source. Unlike quotations, paraphrases are flexible to give the writer the choice of including their own opinions, interpretations and explanations of the subject under discussion. However, substituting only a few words in the original text by synonyms or making minor changes in sentence structure does not turn it into a legitimate paraphrase. A good paraphrase undertakes a complete restructuring of the original text in vocabulary, grammar and sentence structures. The vocabulary is very different from that of the

original text, but retains some of the unique phrases that are difficult to substitute. And so are grammatical and sentence structures fundamentally changed such that it expresses the same meaning in a new form and style.

How to Write an Effective Paraphrase. Writing an effective paraphrase involves making major changes in the original text on vocabulary, grammar and focus, as follows:

1. Use synonyms to change vocabulary (for example, use *career* rather than *job*).
2. Change grammatical structure; e.g. from noun to verb or adjective (for example, use *predict* or *predictable* instead of *prediction*).
3. Shift focus to change the order of information of the original (for example, you may bring a main point stated at the end in the original to the front of your work).

(Fadlalla, A. 2019, p. 97).

The author of the original information must be acknowledged every time they are cited in summaries or paraphrases in the body of research. Usually a lead phrase is used to introduce the original author; for example:

- Hardy (2016) believes that ...
- According to Aisha, ...
- In the words of Stevens ...

The principles of paraphrasing, summarizing and quoting as means of documenting sources are intended to avoid plagiarism and to give more clarity and credibility in writing research. Because summaries and paraphrases use a different language to express the same meanings, they should be accurate and faithful to the meaning of the original. In addition to guarding against plagiarism, using these skills makes writing more authentic and natural.

Conclusion

This paper has sought to gauge the magnitude of plagiarism as a form of academic misconduct and to trace its wider implications in future professional life of graduates in the workplace. A considerable amount of literature has pointed out that students who plagiarize and violate academic norms at college are more likely to engage in similar unethical practices in the

workplace in the future as employees and as leaders. Students of business and engineering schools in particular have been reported for the highest rates of violations during their university years. This is especially important in view that graduates of these disciplines inundate the job market owing to their big numbers (in the 28-EU States, 47.7 % of all graduates in 2015 come from these two academic sectors). They overwhelm the market and take the major share of executive and leadership positions and wield great power and influence in the institutions they manage. But as executives and leaders, their actions and decisions are often influenced by the types of misbehaviors which characterized their conduct at college. As a result, corporate executives are generally perceived to take “unethical” actions which have become the norm not the exception. Collectively, these unethical practices permeate the business world and are rationalized and condoned, creating a pandemic of cheating and impunity; which in turn leads to a decline in societal ethics; and ultimately leading to the collapse of many corporate businesses world-wide. The widely reported cases of failed international companies; such as Enron and Bernie Madoff Investment Scheme, can be better understood in this context. The people, the society and the economy all suffer as a consequence. The mode of education which students receive at college is at the center of these ethical, economic and societal complications. The pervasive ethical problems and the collapse of famous corporate organizations created a worldwide concern to address these issues and find solutions. Many have emphasized the importance of ethical and moral education as the best way to start a revival of ethics education in schools, colleges and society to prepare students become responsible citizens and good ethical leaders. The paper alerts those in decision making roles in higher education, corporate businesses, management, accounting and engineering to reassess their practices to incorporate ethics in their programs. For practical implications, the paper recommends some remedies such as ethics education, honor codes and documentation of sources to avoid plagiarism to start a quick recovery of ethics in schools and in society.

Many studies have pointed out the effectiveness of honor codes as a preventive measure where students exercise self-restraint induced by commitment to ethical values of honesty and integrity to refrain from academic misbehavior. Students’ behavior is often influenced by peer attitudes, and when college students see that the majority of classmates refrain from cheating, they too, behave in a similar way. Honor codes in colleges is correlated positively to the perceived peer behaviour to shun cheating, as the appeal of honor codes draws more students to act with integrity.

However, honor codes alone are not sufficient to address the decline of ethical standards in schools and colleges. There has to be more rigorous checks to prevent academic cheating behaviors. Students need to master the skills of proper documentation of sources in their research writing to avoid plagiarism. They also need to master the skills of summarizing, paraphrasing and quoting when citing. They need to know how to cite sources properly in the body of the paper, and how to compile a corresponding list of references at the end. A brief summary is given of the citations and referencing requirements in two of the most widely used referencing styles; namely APA and Harvard.

Some limitations of the study: that it builds on previously published research to draw conclusions with regards to the wider economic, social and educational implications associated with plagiarism and other forms of academic misconduct. These wider implications and the ensuing adversary consequences are better understood through empirical studies to trace the inter-connections between the mode of education students received at university, the place of ethics and morality, and how these affect their attitudes in the workplace and their future leadership roles over time. A better understanding of the phenomena of academic misconduct and its serious economic and social implications is crucial for finding solutions to the problems of ethics decline and associated issues.

Further interdisciplinary research is required in the various related areas to gauge the inter-connectedness between academic misbehavior at college and misbehavior in the workplace, and on the wider issues of leadership and social responsibility. Such future research is envisioned to inform decision making in the various relevant fields: higher education, management, corporate business, economics, accounting and engineering, to formulate appropriate policies to address issues of ethics decline, corporate social responsibility, education policy, academic integrity, curriculum development and management principles appraisals.

References

- Adams, George (2008). *Plagiarism in higher education institutions: A study on students' ethical behavior at college and future ethical behavior in the workplace*. Oxford University Press.
- Adler, P. (2002). Corporate scandals: It's time for reflection in business schools. *Academy of Management Executive*, Vol.16, No.3, pp. 148-150.
- Alred, Gerald J; Brusaw, Charles T; Oliu, Walter E. (2009). *Handbook of technical writing*. Bedford/St. Martin's.
- American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th Ed.). <https://doi.org/10.1037/000016S-000>
- Bagraim, Jeffrey; Suki Goodman; & Stephanie Pulker (2014). Understanding dishonest academic behavior amongst business students – the business leaders of the future. *Industry & Higher Education* vol. 28, no. 5, October 2014, pp. 331–40. DOI: 10.5367/ihe.2014.0222.
- Bahadori, M.; Izadi, M.; and Hoseinpourfard, M. (2012). Plagiarism: concepts, factors and solutions. *Iranian Journal of Military Medicine* 14(3), 168-177.
- Bass, B. M. & Paul S. (1999). Ethics, character and authentic transformational leadership behaviour. *Leadership Quarterly*, 10(2), 181–217.
- Baumhart, R. (1961). How ethical are businessmen? *Harvard Business Review*, 39, 6–31.
- Bertram, Gallant T. (2008). Academic integrity in the twenty-first century: A teaching and learning imperative [Special issue]. *ASHE High. Educ. Rep.* 33 1–143. 10.1002/aehe.3305
- Bowen, H. R. (1991). Goals: The intended outcomes of higher education. In J. L. Bess, & D. S. Webster (Eds.), *Foundations of American higher education* (2nd ed.): 23-37. Pearson Custom Publishing.
- Bowers, W. J. (1964). *Student dishonesty and its control in college*. Bureau of Applied Social Research, Colombia University.
- Callahan, D. (2004). *The cheating culture: Why more Americans are doing wrong to get ahead*. Harcourt Books.

- Chernin, Eli (1988). "The Harvard System": A mystery dispelled. *British Medical Journal* vol. 297, 22 October 1988.
- Colby A., Ehrlich T.; Beaumont E.; & Stephens J. (2003). *Educating citizens: Preparing America's undergraduates for lives of moral and civic responsibility*. Jossey-Bass.
- Colby A. & Sullivan W. M. (2009). Strengthening the foundations of students' excellence, integrity, and social contribution. *Lib. Educ.* 95. 22–29.
- Cordeiro, W., P. (2003 Aug.). The only solution to the decline in business ethics: Ethical managers; in *Teaching Business Ethics*, Vol.7, No. 3, pp. 265 – 277.
- Cornelius N.; Wallace J.; & Tassabehji R. (2007). An analysis of corporate social responsibility, corporate identity and ethics teaching in business schools. *J. Bus. Ethics* 76: 117–135. 10.1007/s10551-006-9271-6
- Council of Writing Program Administrators (2003). *Defining and avoiding plagiarism: The WPA statement on best practices*. <http://wpacouncil.org/files/wpa-plagiarism-statement.pdf>.
- Crittenden, V. L.; Hanna, R. C.; & Peterson, R. A. (2009). The cheating culture: A global societal phenomenon. *Business Horizons*, 52(4), 337–346.
- Dey E. L., Associates (2008). *Should Colleges Focus More on Personal and Social Responsibility?* Association of American Colleges and Universities.
- Dundalk Institute of Technology Library (2022). *Guide to Harvard referencing*. Retrieved from <http://www.dkit.ie/assests/uploads/documents/Library/Documents/>
- Eurostat Tertiary Education Statistics (2017, June). *Eurostat Information Database. Graduates' Statistics: EU. Eurostat* ([educ_uoe_grad02](#))
- Evering, L. Calvert & Gary Moorman (2012). Rethinking plagiarism in the digital age. *Journal of Adolescent and Adult Literacy*; 56(1): 35 – 44. Sept. 2012.
- Fadlalla, Ahmed H. (2019) *Academic research writing: Data methods, writing Process, language, style, punctuation, common errors, citations, APA, Harvard, and MLA referencing styles, editing, proofreading, formatting, and submission*. Partridge Singapore.
- George, Bill (2004). *Authentic leadership: Rediscovering the secrets to creating lasting value*. Jossey-Bass.

- Glenn, J. (1988). Business curriculum and ethics: Student attitudes and behavior. *Business and Professional Ethics Journal*, 7(3&4), 167–185.
- Goshal, S. (2005). Bad management theories are destroying good management. *Academy of Management and Education*, 4(1): 75 – 91.
- Green, Stuart P. “Commentary; Historian Broke the Rules, but Is That So Bad?” *Los Angeles Times*. (2002; Jan. 13). Lexis-Nexis. U.C. San Diego Central Library. 9 Oct. 2002
<http://web.lexis-nexis.com>
- Grigg, Alan Edward (2016). *Chinese International Students' and Faculty Members' Views of Plagiarism in Higher Education*. Published Ph.D., Walden University, Walden Dissertations and Doctoral Studies.
- Hanson, W.; Moore, J.; Bachleda, C.; Canterbury, A.; Franco C. Jr.; Marion, A.; & Schreiber, C. (2016). Theory of moral development of business students: Case studies in Brazil, North America and Morocco. <https://www.researchgate.net/publication/304009529>
- Harding, Trevor S; Donald, D. C.; Cynthia, J. Finelli & Honor, J. Passow (2004). Does academic dishonesty relate to unethical behavior in professional practice? An exploratory study. *SciEng Ethics* vol. 10, no. 2, April 2004, pp. 311–24.
<https://www.ncbi.nlm.nih.gov/pubmed/15152857>.
- Harris, R. (2017). *Using sources effectively: Strengthening your writing and avoiding plagiarism* (4th Ed.). Routledge.
- Heckler, Nina (2012). *Mitigating plagiarism in large introductory courses in higher education*. Unpublished Ph.D. dissertation, University of Alabama.
- Hoffman, Rachel M. (2010). Trustworthiness, credibility, and soundness: A vision for research. (Editorial). *Journal of Mental Health Counseling* vol. 32, no. 4, Oct. 2010, pp. 283–87.
- Howard, Rebecca M. & Laura, J. Davies (2009). Plagiarism in the internet age. *Literacy* Vol. 66, No. 6. pp. 64–67.
- Jones, KO; Reid, JMV & Bartlett, R. (2005). *Student plagiarism and cheating in an IT age. Proceedings of the International Conference on Computer Systems and Technologies*, Varna, Bulgaria. ISBN 954-9641-42-2.
- Khadilkar, S. (2018). The Plague of plagiarism: Prevention and cure. *The Journal of Obstetrics and Gynaecology of India*, 68(6):425–431.

- Kidwell, L. (2001). Student honor codes as a tool for teaching professional ethics. *Journal of Business Ethics*, 29, 45–49.
- Lawson, R. (2004). Is classroom cheating related to business students' propensity to cheat in the "real world"? *Journal of Business Ethics*, 49, 189–199.
- Leavis, F. R. (1943). *Education and the university*. Cambridge University Press.
- Lipson, Charles (2006). *Cite right: A quick guide to citation styles – MLA, ABA, Chicago, the sciences, professions, and more*. The University of Chicago Press.
- Ludlum, M.P. & Moskaloinov, S. (2005). Russian student views on business ethics: Post-Enron. *College Student Journal*, 39, 1, 156-163.
- Lyonski, S. & Gaidis, W. (1991). A cross-cultural comparison of the ethics of business students. *Journal of Business Ethics*, 10: 141-150.
- Magner, D. (1989). Students urge graduate business schools to emphasize ethical behavior and require courses in standards. *The Chronicle of Higher Education*, 354(29), A31–A32.
- Marsh, Bill (2007). *Plagiarism: Alchemy and remedy in higher education*. State University of New York Press.
- Martin, Brian (1992). Plagiarism by university students: The problem and some proposals. Published in *Tertangala* (a publication of the University of Wollongong Students' Representative Council), p. 20.
- McCabe, D. L.; Kenneth, D. B. & Linda, K. Trevino (2017). Academic dishonesty in graduate business programs: Prevalence, causes, and proposed action; *Academy of Management Learning & Education*, Vol. 5, No. 3. Published Online: 30 Nov 2017 at: <https://doi.org/10.5465/amle.2006.22697018>
- McCabe, D. L. (2005). CAI research. Center for Academic Integrity. http://academicintegrity.org/cai_research.asp.
- McCabe, D. L. (1997a). Classroom cheating among natural science and engineering majors. *Science and Engineering Ethics* 3: 433–445.
- McCabe D. L.; & Trevino, L. K. (June 1997b). Individual and contextual influences on academic dishonesty: A multi-campus investigation". *Research in Higher Education* vol. 38, no. 3, pp. 379–96.

- McCabe, D. & L. Trevino (1995). Cheating among business students: A challenge for business leaders and educators, *Journal of Management Education* (May), 205-218.
- McCabe, D. L. & Trevino, L. K. (1993). Academic dishonesty, honor codes and other contextual Influences". *Journal of Higher Education* vol. 64, no. 5, pp. 522– 538.
- McMillan, K. & Weyers, J. (2013). *How to cite, reference and avoid plagiarism at university*. Pearson.
- McNay, I. (2007). Values, principles and integrity: Academic and professional standards in higher education; *Higher Education Management and Policy*, Vol.19, No. 3, pp. 43-66.
- McCuen, R. H. (2008). The plagiarism decision process: The role of pressure and rationalization. *IEEE Transactions on Education*, 51, 152–156.
- Newstrom, J. & Ruch, W.A. (1976). The ethics of business students: Preparation for a career. *AACSB Bulletin*, 12, 3, 21-29.
- Nonis, S. A. & Swift, C. O. (2001). An Examination of the relationship between academic dishonesty and workplace dishonesty: A multi-campus investigation". *Journal of Education for Business* vol. 77, no. 2, 69–77, ResearchGate. Accessed 21 April. 2016. DOI: 10.1080/08832320109599052.
- Orim, S-M. (2014). An investigation of plagiarism by Nigerian students in higher education. Unpublished PhD Thesis. Coventry University.
- Park, C. (2003) In Other (People's) Words: Plagiarism by university students - literature and lessons. *Assessment and Evaluation in Higher Education* 28 (5). 471- 488
- Pecorari, Diane (2010). *Academic writing and plagiarism: A linguistic analysis*. Continuum International Publishing Group.
- Peterson, C. & Seligman, M. E. P. (2004). *Character strengths and virtues: A handbook and classification*. American Psychological Association.
- Pollitt, C. (1990). Managerialism and the public services: the Anglo-American experience. Blackwell.
- Reiss, M. J. & John W. (2013). *An aims-based curriculum: The significance of human flourishing for schools*. IOE Press.

- Rujoiu, O. & V. Rujoiu (2014). Academic dishonesty and workplace dishonesty: An overview. *Proceedings of the 8th international management conference: "Management challenges for sustainable development"*; pp. 928–38. Accessed 16 August 2015.
- Sawyer, K. R., Johnson, J., & Holub, M. (2009). Decline in academe. *International Journal for Educational Integrity*, 5(2): 10-28.
- Seligman, M.; Ernst, R.; Gillham, J.; Reivich, K. & Linkins, M. (2009) Positive education: Positive psychology and classroom interventions, *Oxford Review of Education*, Vol. 35, No.3, pp. 293-311. DOI: 10.1080/03054980902934563
- Shacklock, A.H. & Melea L. (2007 Jan.). Leading with integrity: Ethical leadership — A fundamental principle of integrity and good governance; available at ResearchGate: https://www.researchgate.net/publication/29466549_Leading_with_Integrity_a_fundamental_principle_of_integrity_and_good_governance.
- Shryack, J.; Michael F. S.; Robert F. K. & Christopher S. K. (2010). The Structure of virtue: An empirical investigation of the dimensionality of the virtues in action inventory of strengths; in *Personality and Individual Differences* 48 (2010): pp. 714–719. Available at ScienceDirect/ journal homepage: www.elsevier.com/locate/paid
- Sims, R. (1993). The relation between academic dishonesty and unethical business practices. *Journal of Education for Business*, 68, 207–211.
- Smyth, L. S.; Davis, J. R. & Kroncke, C. O. (2009). Students' perceptions of business ethics: Using cheating as a surrogate for business situations. *Journal of Education for Business*, 84(4), 229–239.
- Snooks & Co. (2002). "Methods of citation", *chapter 12 of Style manual for authors, editors and printers* (6th ed.) University of Tasmania Library Guides. http://utas.libguides.com/ld.php?content_id=21757697.
- Stevens, G. E. & Stevens, F. W. (1987). Ethical inclinations of tomorrow's managers revisited: How and why students cheat. *Journal of Education for Business*, 63, 2, 24-29.
- Sutherland-Smith, Wendy (2008). *Plagiarism, the internet and student learning: improving academic integrity*. Routledge

Teixeira, Aurora A. C. & Rocha, Maria Fa'tima (2010). Cheating by economics and business undergraduate students: an exploratory international assessment. *High Educ* (2010) 59: 663–701. DOI 10.1007/s10734-009-9274-1

University College San Diego) (2011). *UC San Diego Annual Report Card 2010-2011*.

Velliariis, Donna M. & Paul Breen (2016). An institutional three-stage framework: Elevating academic writing and integrity standards of international pathway students. *Journal of International Students*, Volume 6, Issue 2 (2016), pp. 565-587. <http://jistudents.org/>

Wong, Sara S; Stephen W. L. & Kathleen, M. Q. (2016). Integrity in and beyond contemporary higher education: What does it mean to university students? *Front Psychol* 2016; 7: 1094. Published online 2016 Aug 3. DOI: [10.3389/fpsyg.2016.01094](https://doi.org/10.3389/fpsyg.2016.01094)