Cheating in Higher Education: Between Habit, Resourcefulness and Pressure to Help[1]

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The article analyses the phenomenon of cheating among Polish students. It is based on a research study using a survey conducted in 2019 at one of Poland's universities. The study results confirm the findings of other researchers concerning the universality of cheating. The issues of interest include the learned breaking of the "do not cheat" norm that is reinforced at subsequent stages of education, the effectiveness of cheating as an educational strategy and the norm of friendship which could incline a person to help.

Keywords: academic integrity, cheating, copying, educational dishonesty, sociology of higher education.

Introduction

After 1989, Polish higher education experienced rapid transformations that reorganised both the functions of this system and the way it operated. This meant conforming to Western systems and to the changes that occurred there in the 20th century, and which today have a largely global character. However, in Poland, these processes followed a different timeline. At the beginning of the 1990s it became possible to open private higher education institutions and require tuition fees for extramural studies. Thus universities[2] systematically adopted a model of functioning similar to enterprises (transformation into a market-oriented economy). After Poland's accession to the European Union, the system opened itself even more to influences from abroad (de-nationalization). The beginning of the 21st century was also a period of the rapid influx of students (the move to mass higher education), which in turn led to the strong diversification of universities with regard not only to areas of study,

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[2] The term "university" is synonymous with "higher education institution" in this article. Universities are one type of higher education institution in Poland, usually the most prestigious.

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but also to the status of those institutions (diversification) (Antonowicz 2015a). The above transformations influenced specific disciplines and fields of science to different degrees: for example, the move to mass higher education predominantly affected the humanities and social sciences (Antonowicz, 2015b).

The outcome of subsequent reforms of the system (implemented in 1990, 2005, 2011 and 2018) is ambiguous (Antonowicz 2015a; Dziedziczak-Foltyn 2018). The declared internationalization to some extent translates into specific indicators – in Poland there are still very few lecturers and students from abroad; however, their number is growing and includes people from outside the EU and Europe (Łuczaj, Bielska, Kurek-Ochmańska and Mucha, 2020). First, the educational opportunities of a very large group of young people have been expanded; then, the labour market for highly qualified people had problems with absorbing these graduates (see Burris, 1983, on the phenomenon of overeducation; see Halaby, 1994, on skill/occupational mismatch). Meanwhile, the commercialization of the sector did not contribute to improving the quality of education: mostly private higher education institutions were negatively assessed by the State Accreditation Committee.

An important aspect of the quality of education is what is known as academic or educational honesty. In turn, an example of dishonesty is copying (cheating and plagiarism). The **student culture of copying** is defined by the authors "as perpetuated and transmitted values, norms, attitudes and behavioral patterns of students, related to permanent, common acceptance of breaking the official norms regarding fulfilling the social role of a student" (Bielska 2015, p. 19), and copying is operationalized as ways of obtaining credits that do not comply with state and university regulations (e.g. the Act on Copyrights and Related Rights, the Penal Code, codes of ethics, study regulations) (Bielska and Hoffman, 2013, p. 4). Cheating signifies here using (on one's own or in cooperation with others) informal means of support (verbal or non-verbal) that are forbidden in a particular context, in order to receive credits for academic courses (Śliwerski and Kobierski, 2008). Plagiarism is excluded from further analysis here as it is the subject of another work (Bielska and Rutkowski: under review).

Cheating is seldom analysed in Poland, and we owe publications on this topic mostly to teachers and pedagogy scholars. They usually focus on earlier stages of education, and the studies confirm that cheating is a common, socially accepted practice (Góźdź, 2016; Kobierski, 2006; Lipska, 2006; Smak-Wójcicka, 2009). Plagiarism definitely attracts more attention (Bielska, 2015; Glendinning, 2015; Kawczyński, 2007; Kowalski 2017; Kozielski, Mrozek, Kasprowski and Małysiak-Mrozek, 2017; Najwyższa Izba Kontroli, 2014; Sokołowska 2020). However, these two phenomena clearly differ although both are symptoms of educational dishonesty. As confirmed by earlier research (Bielska and Hoffman, 2013), cheating is noticeably more often perceived as common. It can even be stated that it is to some extent invisible – a practice that is familiar although it breaks social norms, similarly to speeding or providing services without invoicing (Boguszewski, 2013; Czapiński and Panek, 2013).

However, it does not change the fact that cheating involves bypassing the official rules of education, and thus it is a path to obtaining undue benefits, such as a higher school diploma. Cheating is one of the factors responsible for the devaluation of diplomas (see Collins, 1979, the phenomenon of credentialism); it also raises doubts as to the effectiveness of the educational process during studies, in particular during classes taught by the academic staff (Rutkowski, 2018). If the objective of the policy focused on improving the quality of education was to limit cheating, the latter phenomenon should be studied in detail.

The aim of the study was to determine the frequency of copying (cheating and plagiarism) among students, the effectiveness of detecting these phenomena and possible sanctions. It also examined how students evaluate the above mentioned behaviours and in what contexts they decide on applying them. The questionnaire (the text of the questions) is attached to the article in an appendix.

This article is an empirical introduction to such an analysis. It should be noted that "cheating" and "copying" will be used here as synonyms (Pabian, 2015).

Research methodology

In the conducted study, the survey method was used in its two variants, namely the auditorium survey technique and the technique of a questionnaire filled in individually by the respondent. The survey was conducted at one of the Poland's universities, as the original aim of the project was to determine which research technique would be more useful in the implementation of a representative survey on a national scale. The survey was conducted from March to June 2019. Only full-time, licentiate and master students were studied.

The collected data were analysed together because the response rate in each case was below the required threshold: for the individual questionnaire it was 19% (70 persons) and for the auditorium survey – 52% (195 persons, the survey was conducted in 21 out of 29 groups selected at random). Due to the character of the studied variables, this research is not representative. The study was accepted by the Ethics Committee of the Faculty of Humanities of the NCU, and access to the personal data of the respondents was granted by the data administrator after the pollsters had undergone additional training.

In the case of the auditorium survey, the sampling frame was developed on the basis of information from the University Student Service System and the faculties' websites. The sampling of groups consisted of two stages. The first stage involved drawing the course of study combined with the year of study. Then, a trained pollster, using a simple draw, selected one course from the pool of required courses taking place in the summer semester of the academic year 2018/2019. Lectures were excluded from the draw, as their attendance is not obligatory. 29[3] groups (out of 408 possible) were selected for the study.

In the case of the questionnaire filled out individually by the respondents, the sampling frame was a list of e-mails of all students in the 2018/2019 academic year. This list was obtained from the data controller in accordance with the regulations on personal data protection. We used a simple random selection (assuming a statistical error of 5% and a fraction of 50%) and drew 374 people. We gave up the supplementary sample, and we did not conduct the scheme until all possible selections were exhausted. During the field phase, the e-mails themselves proved to be insufficient to establish contact with the respondents. We therefore applied for access to the names, surnames, field of study and year of study of the persons already drawn. As a result, we managed to slightly increase the level of the sample.

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[3] The size of the sample was assumed as in a simple draw with an individual survey N=374 and the number of groups at the level of N=13 on the basis of the funding algorithm for Polish universities, which is supposed to encourage universities to ensure that on average there are approximately 13 students per academic teacher, applicable as of 2017/2018 onwards.

The pollsters' work was inspected[4] and no irregularities were discovered. The gathered data were also checked with regard to their compliance with the paper version and tested for inconsistencies.

The sample included students between 19 and 50 years of age, from every faculty of the university. The majority of the respondents (89%) were within the age bracket associated in Poland with studying (19–24 years). The majority of the sample (77%) considered the financial situation of their families as good. Other socio-demographic features are presented in Table 1.

Table 1. *Collected characteristics of the study sample (N=265)*

Gender	Female	168		63.4%	
	Male	92		34.7%	
	Other	2		0.8%	
	No data	3		1.1%	
Level of studies	Licentiate	172		64.9%	
	Master complementary	55		20.8%	
	Master continuation (post-BA)	34		12.8%	
	No data	4		1.5%	
Current employment status	Working	83		31.3%	
	Not working	182		68.7%	
Mother's education (M)	Father's education (O)	M	O	M	O
	Primary / unfinished primary school	10	4	3.8%	1.5%
	Vocational	67	109	25.3%	41.1%
	Secondary school graduate / post-secondary	89	63	33.6%	23.8%
	Licentiate / Engineer degree	18	15	6.8%	5.7%
	Master, PhD or post-graduate	73	59	27.5%	22.3%
	Unknown	7	14	2.6%	5.3%
	No data	1	1	0.4%	0.4%

Source: Authors' own research.

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[4] There was a place in the questionnaire for leaving contact details (optional). After the questionnaire stage, a person who was not part of the pollsters' team contacted the respondents by phone or e-mail and checked the consistency of the answer to the question about their mother's education.
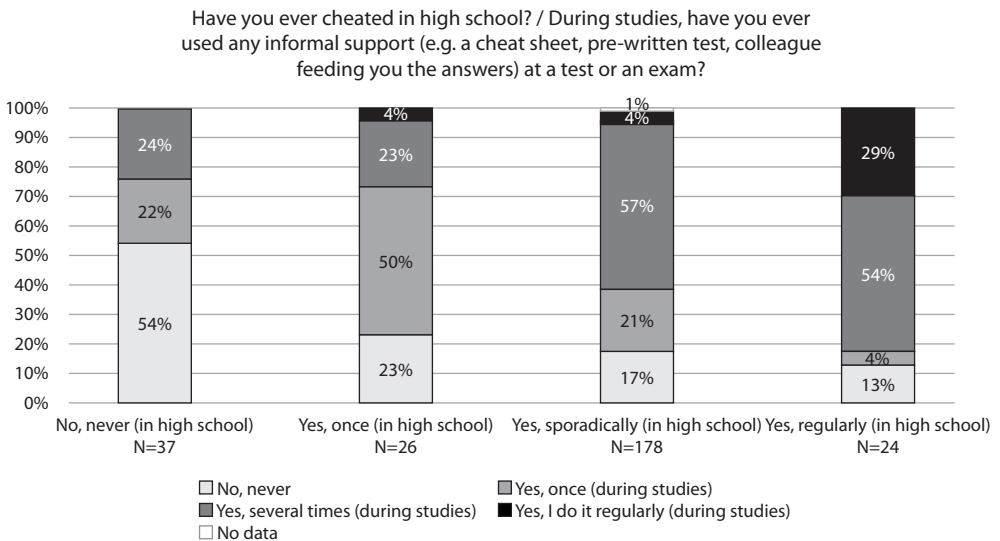
Analysis of the results

Learned norm breaking

When analysing the phenomenon of cheating in higher education, it should be noted whether such behaviour has already occurred at earlier stages of education, including high school (as asked in the questionnaire). Only 14 students out of 100 declared that they had never done this. Therefore 86% of respondents had tried cheating already in high school, usually sporadically. 9% of respondents cheated regularly during that period.

The majority of the students repeated these patterns of behaviour in the next stage of education, i.e. at university. The variables are evidently correlated: the more frequently they declared cheating in high school, the more frequently they cheated during their studies[5] (Fig. 1). In each category more than half of the respondents maintained their habits from high school at the same level – those who had not cheated at all still did not do so (54%), those who had cheated sporadically still did so from time to time (57%) and so on. Thus it seems justified to conclude that in the case of cheating, we are dealing with **learned norm breaking**.

Figure 1. Cheating in high school and at university.

Have you ever cheated in high school? / During studies, have you ever used any informal support (e.g. a cheat sheet, pre-written test, colleague feeding you the answers) at a test or an exam?

Source: Authors' own work. Spearman's correlation coefficient 0.379 (N=263, p<0.000).

Cheating is forbidden both in high school and at university – it is against the principles of good conduct and breaks the "do not cheat" norm. Obviously, this norm results from the fact that educational measurement is individual and not group-based. Nevertheless, as the

[5] The questions were intentionally formulated in a different way. In the case of university studies, it was assumed that the respondents might associate a direct question about cheating with a search for culprits and punishment, so euphemisms were used. This was unnecessary in the question about high school as no sanctions could be imposed on the respondents anymore.

previously mentioned studies confirm, cheating is common. Its popularity was confirmed also in a study conducted among the students from the Institute for Social Prevention and Resocialisation at the University of Warsaw[6]. When asked about their own experience with cheating (frequency of doing it), 88% respondents selected answers between 10% and 50%[7], but when they assessed the frequency of cheating among the general population of students, the answers were between 40% and 90%. As many as 71%[8] considered cheating to be "dishonest" (Wypler, 2014). The respondents in the authors' study had a similar opinion: 80% thought that cheating during studies is rather common or definitely common. However, only 35% respondents considered such behaviour "reprehensible".

The authors' hypothesis regarding learned behaviour is also confirmed by the declarations of the respondents concerning their behaviour in a situation where they would not be punished in any way for cheating or plagiarising ("Let us assume for a moment that there are no consequences if you use any informal support during exams or copy fragments of texts without citing the authors. Will you decide to do it?"). Half of the respondents would decide to break the norm if there were no repercussions, thus repeating the familiar behaviour – perhaps they felt that if cheating was common, others would do it too, so their own relative chances of getting credits would decrease.

However, people who declared they had cheated regularly in high school are less likely (only 29%) to continue this pattern at university. It seems that this situation can be explained by the fact that the **importance of the studies in respondents' hierarchies** can make some of them less prone to cheating at this stage of education. While the questionnaire/survey did not ask the respondents about the importance of higher education in their eyes, data collected by the Public Opinion Research Centre in cooperation with the National Bureau for Drug Prevention demonstrate that studying is the stage to which the majority of high school graduates aspire; it helps in finding a better-paid job or being promoted. Over the last three decades there has been a noticeable increase in the number of people for whom professional goals, such as building a career and making money, are important[9] (Boguszewski, 2019) – and some students probably think that cheating may prevent them from achieving these objectives. Other possible explanations for this are the greater authority and/or watchfulness of the teachers at university compared to those at high school or the financial cost of repeating the course. The data collected, however, do not allow such hypotheses to be verified.

If we are dealing with learned norm breaking, it means that it is most likely possible to break such a norm, so the system of sanctions (positive and negative) is not working. Let us concentrate at the moment on negative sanctions – detection and punishment of cheating. First, the level of detection of this type of copying is very low, almost negligible. Among 206 persons who declared that they had cheated during studies, the act was noticed by teachers only in 10 cases (5%). Second, the sanctions imposed on those persons were neither punitive nor coherent nor used consistently. The most frequent sanction was a reprimand (9 cases), a lowered grade (2 cases[10]) and failing the class with the possibility of retaking the test later

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[6] 149 second- and third-year students took part in the survey; 8 surveys and questionnaires were excluded due to missing data (Wypler 2014: 120).

[7] The possible answers included: "never", 10%, 20%, 30%, 40%, 50%, 60%, 70%, 80%, 90%, "always".

[8] The answers "decidedly yes" and "rather yes" were grouped together.

[9] From 19% to 33% and from 25% to 33%, respectively in 1994–2018. More than one answer could be selected.

[10] More than one answer could be selected.

(3 cases). 28 persons declared that they suspected that their cheating had been noticed, but the teacher did not react in any way. Thus the most frequent reaction was to ignore cheating rather than punish it.

The majority of respondents repeated their behaviour from high school. At the same time, they mostly considered cheating as common and not reprehensible. Besides, the system of detecting such practices did not work, and teachers' reactions to cheating were mild to none. Yet at the same time, part of the respondents cheated less frequently when they began studying. One could ask in which circumstances do respondents consider cheating to be a reasonable education strategy and in which they do not.

Competitive friendship norm

The questionnaire included questions about hypothetical situations connected with cheating. The respondents were asked to imagine the following: "You are to take a very difficult and important test/exam soon. What is the chance that you will behave as in the examples below? Remember situations that really happened." The answers covered the respondents' behaviour before (do they prepare cheat sheets? do they check tests from past years?) and during the test/ exam (will they compare their answers with those of the person sitting next to them? will they provide the answers to someone who asks for help? will they communicate with other people even though it is possible to use notes, books and the Internet?).

Although 77% of respondents had experience with copying during studies and 86% in high school, only 21% stated that they would prepare a cheat sheet in this hypothetical situation (63% would not do so[11]). Preparing cheat sheets is time-consuming as well as difficult and demanding: it involves collecting all the previously taken notes and sorting through them so as to ultimately copy or paraphrase the most important issues on separate sheets of paper. Students are able to prepare cheat sheets if they attend classes and note the most important information, or if they have access to someone else's notes, e.g. getting them from the Internet or from a friend. Yet another option is to copy a cheat sheet prepared by another person (cf. a study of high-school pupils in Góźdź, 2016).

If preparing cheat sheets is time-consuming and challenging, and some students do not attend lectures they find boring[12] (Rutkowski, 2018[13]), it is no wonder that it is easier and more comfortable to check last year's tests that are circulating among the students. This way of raising one's chances to pass the test/exam is least dubious for the respondents – 88% would use access to questions from previous years. From the respondents' perspective, this is the most **efficient strategy of passing** the subject, although it does not necessarily contribute to the more noble effects of learning. So if gathering knowledge is not one's goal, such choice of strategy is not surprising – in everyday life we use most of our limited resources, such as time, energy and cognitive abilities, for activities not strictly related to acquiring additional information. It should be remembered, however, that people do not always precisely calculate their actions (Somin, 2015).

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[11] Possible answers: "definitely yes", "rather yes", "difficult to say", "rather not" and "definitely not".

[12] Which in Poland are not obligatory (with a few exceptions).

[13] The data were gathered thanks to research using the interview method, conducted among people studying different majors at several Polish universities and technical universities.

At the same time, permission to use notes, books and the Internet (the so-called **open-note** and **open-book** exams) **significantly reduces the willingness to use interpersonal cheating** – but does not eliminate it, as 11% of respondents would try to communicate with other persons. Learned and repeated forms of behaviour are also evident in this aspect.

Table 2. *You are to take a very difficult and important test / exam soon. What is the chance that you will behave as in the examples below? Remember situations that really happened. N=265*

		Definitely yes	Rather yes	Difficult to say	Rather not	Definitely not	No data
Preparing a cheat sheet	Will you prepare a **cheat sheet** with the most difficult topics?	7%	14%	16%	31%	32%	0.4%
Tests from previous years	It is known that the teacher gives **the same test sheets** every year. Will you look at the copies circulating among students?	57%	31%	5%	5%	2%	0.8%
Open-note, open-book	The teacher **allows** students to use their **notes, books and the Internet** during the exam as long as they do not communicate with others. Will you still try to communicate with someone?	3%	8%	19%	36%	34%	0.4%
Copying from others	You are sitting next to another person and can see their answers on the test sheet. Will you use this opportunity to **compare** them with your answers?	19%	31%	22%	22%	7%	0.4%
Providing information to others	A colleague sitting next to you **asks for help** in answering a question. You know the answer. Will you help them?	25%	49%	17%	6%	3%	0.4%

Source: Authors' own work. Bold type used only in the article, not in the questionnaire.

However, self-interest is not always the most important motivation. The respondents were more apt to help another person than to compare their own answers with those of other people in the room. Perhaps it is easier to give someone an answer to a specific question than to find answers on someone else's exam sheet (furthermore, such answers would have to be legible and understandable) and compare them with one's own. This could explain why 29% of respondents declared that they would not compare their answers with those of another person. At the same time, the respondents were willing to help: 74% would provide answers to another person and 50% would compare their answers with those of others. It should be noted that the questionnaire did not ask whether the other person would agree to having their answers compared to those of others, so our respondents probably assumed that such a form of help is rather obvious. The study results suggest that the key element here is not creating support materials but rather **sharing** them – i.e. the **norm of friendship** (Blum, 2009). This norm wins over the prohibition of cheating and is very difficult to resist. Let us draw attention to a study conducted in a very different cultural context, at King Saud University in Riyadh, Saudi Arabia. Due to the specificity of the university (female students are separated from males), the survey was conducted only among women. The authors reached 148 persons from the second and third year of undergraduate studies at the College of Computer and Information Sciences. Only 16% of respondents copied from another person during their studies, while as many as 55% of respondents declared that they provided answers to others under pressure from those persons. At the same time, only 14% of respondents admitted that helping their friends or pressure from them was one of the reasons that led them to cheating (30% were neutral, 55% disagreed) (Hosny and Fatima, 2014).

Discussion

As demonstrated by the above analyses, cheating is a behaviour that is learned and repeated already before the start of academic education, and is connected with the friendship norm. This justifies the hypothesis that we are dealing here with behaviour that is an element of a hidden curriculum (Margolis, Soldatenko, Acker and Gair, 2001; Czech, 2010). A conclusion can perhaps be drawn that this curriculum introduces additional rules for students and for teachers in Polish higher education. First, "Cheat"; second, "Help to cheat"; third, "Allow/ignore cheating". This would point to the existence of a norm of common resistance against the system of education, which may translate into norms of resistance against public institutions and norms of abusing public goods in non-educational contexts.

Yet it is difficult not to adhere to these norms of cheating and helping when others cheat, as this lowers our chances of graduating (if others cheat, teachers' expectations become inflated) and of finding a good job on the competitive, capitalist job market. Furthermore, ensuring that students do not cheat generates new control duties (supervising exams as well as organising oral exams or expanded, non-test type written exams, or new forms of exams, etc.). Lecturing/teaching and examining is not the only work of academic teachers – they also have research and organisational duties. Teaching activities are less important for them than research (Schmidt, 2017). Therefore, academic staff experience tensions that result from being both teachers and scientists (Kwiek, 2015); higher education has been transforming into mass higher education with all the drawbacks and benefits of this far-reaching process; students experience difficulties in fulfilling their role – all this combined with the lack of appropriate substantive training lead to a particular redefinition of norms for copying and learning. For

example, students decide which classes are more important (tutorials, seminars) and which less (lectures).

Turning to game theory, and thus adopting the paradigm of rational choice theory (Haman, 2014), helps to explain why part of the respondents regularly commit acts of cheating, while another group refrains from this type of behaviour entirely. We know that rational choice theories assume methodological individualism and adopt the premise that individuals act in a rational way. However, besides the above assumptions, rational choice theories point out that the actions of individuals are purposeful and optimal (Baert and Carreira da Silva 2013; Bielska, 2015; Lissowski, 2002). Cheating during an exam is certainly an easier way to complete a course or receive a better grade; it enables the time allotted for learning to be used for other activities; and if someone comes to an exam unprepared, it is a potential avenue of action. Deciding to cheat, students calculate whether their actions will generate more potential benefits than costs. The examiner may notice them at any time; a student sitting next to them may not be able to provide an answer; it may even happen that another student warns the teacher that someone in the room is cheating. We can also talk about the unintended consequences of the actions undertaken (Baert and Carreira da Silva, 2013; Giddens, 2010), which usually cannot be incorporated into the costs, and could lead to a potential change in behaviour.

One of the ways to change learned behaviour is to reveal that the current norms – considered by the individual in question as good and necessary to achieve their objective – do not actually bring those benefits. It may also be possible to demonstrate alternative norms, thanks to which that person can achieve the same or even better results, finding satisfaction in their actions. What could be done to change the current norms? A solution is to pinpoint as many instances of such behaviour as possible and use suitable sanctions, whose purpose is not punishment in itself, but a change of current behaviours to those that comply with generally accepted norms. Presently, changing this situation is a very difficult task. The level of the identification of such behaviours by the already overtaxed academic staff (Główny Urząd Statystyczny, 2017; Główny Urząd Statystyczny, 2014) – especially at the faculties where classes are overfilled with students – has been, is and likely will remain at the current, low level. An adverse factor is also the fact that university teachers consider their research duties more important than teaching. Employment instability among academic staff, combined with the low prestige of the teaching path in an academic career (Ministerstwo Nauki i Szkolnictwa Wyższego, 2018), decreases the motivation of academic teachers to fulfil their duties, which also may contribute to lowering the quality of education (Rutkowski, 2018). One solution may be the introduction of teaching-only positions.

The evident effects of moving to mass higher education in Poland (Antonowicz 2015a; Antonowicz 2015b; Kwiek 2015; Rozmus and Kurek-Ochmańska, 2015), the issues mentioned above, and the flawed system of financing universities (still in force in the past academic year of 2018/2019), which promoted schools that admitted more students – all this led to the situation in which universities, despite their negative standpoint on acts of cheating and plagiarizing, de facto tolerate and give tacit approval to violating norms. To summarize, the existing systems of control at Polish universities simply seem to be ineffective in the fight against the student culture of copying, while systems of preventing such phenomena are almost non-existent.

The presented analyses are merely an opening to a wider discussion, as this phenomenon certainly requires further study. To fully confirm the hypothesis regarding learned norm breaking, it would be necessary to conduct longitudinal studies to track educational outcomes that would include those aspects of learning and studying researched by the authors.

Qualitative studies on the determinants of cheating and plagiarizing would be definitely worth conducting, for example in ethnographic form. Such research would provide an opportunity to explore the functioning of the friendship norm. It would be interesting to focus on non-copying (non-cheating, non-plagiarizing) persons – not only on how they manage to operate in this way despite (probably) facing some form of exclusion from the group, but also on how they experience this situation. In the context of systemic change, one could consider studies demonstrating changes in the individual mindsets of students (how does it happen that a cheater stops cheating?) and teachers (how does it happen that a teacher – who controls copying – begins to ignore it?). A key issue here is to ask the question: What is the macro-social context, what are the determinants of a specific educational institution, and what is the type of student-teacher relationship that would facilitate such a learning and teaching process in which cheating has no point?

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Filled in by the pollster!
Pollster Code:..
Questionnaire No:..
Date of questionnaire completion:..................

Copying and Plagiarism

Students' Culture of Copying in the Conditions of the Massification, Commercialisation, Internationalisation and Diversification of Higher Education in Poland

A research team from the Institute of Sociology of the Nicolaus Copernicus University is conducting a study on how students prepare for classes and obtain credits for their classes at our university. We would like to ask you to express your honest opinion on this subject. The results will only be used for scientific purposes. Your answers will help us to better understand the study process. Your answers will be completely anonymous and all the data collected will be presented in an aggregate way. Please answer as fully as possible. If you have any doubts when filling out the questionnaire, please ask the person who is conducting the survey for help. Participation in the survey is voluntary.

The questionnaire will take 10 to 15 minutes to complete.

Please mark the selected answers with an "X". Please mark a mistake with a circle.

Unless otherwise stated, please select ONLY ONE answer.

Part I

1. Gender: ☐ M ☐ F ☐ other

2. Age (year of birth): ....

3. Major/year/level of study (list all currently studied)

	major	year of study	level (Licentiate, MA continuation, MA)	university
1				
2				
3				

4. Current employment status. Mark all true answers.
☐ I am not working
☐ I am working without a contract
☐ I am working - contract of mandate/for work
☐ I am working part-time (employment contract)
☐ I am working full-time (employment contract)
☐ other (what kind?) ....…

5. Assess your own (your family's) financial situation.
☐ we are doing very badly, we are in a difficult financial situation
☐ we are doing rather badly
☐ we are doing ok, average
☐ we are doing quite well
☐ we are doing very well

6. In general, do you think that most people can be trusted, or do you think that you are never too careful when dealing with people?
☐ most people can be trusted
☐ you are never too careful when dealing with people
☐ difficult to say

7. In what type of school did you pass the secondary education completion exam?
☐ general secondary school
☐ vocational secondary school
☐ other (what kind?)..

8. Did you happen to copy in secondary school?
☐ no, never
☐ yes, one time
☐ yes, occasionally
☐ yes, regularly

9. Mother's education
☐ primary or did not complete primary school
☐ vocational
☐ secondary school graduate /post-secondary
☐ licentiate/engineer degree
☐ Master, PhD or post-graduate
☐ I do not know

10. Father's education
☐ primary or did not complete primary school
☐ vocational
☐ secondary school graduate /post-secondary
☐ licentiate/engineer degree
☐ Master, PhD or post-graduate
☐ I do not know

Part II

11. During your studies, have you ever used any informal help (e.g. a cheat sheet, a pony, someone else's hints) during a test or exam?
☐ no, never (go to question 14)
☐ yes, one time
☐ yes, occasionally
☐ yes, regularly

12. Have you been noticed by the teacher?
☐ yes
☐ no (go to question 14)
☐ I suspect I have been noticed, but the teacher has not taken action (go to question 14)

13. Have any of the following actions been taken against you? Mark all true ones.
☐ a reprimand
☐ being asked out of the room
☐ lowering the grade
☐ not getting credit for the classes with the possibility of later improvement
☐ not getting credit for the classes with no possibility of improvement
☐ disciplinary conversation with the teacher
☐ disciplinary conversation with the director/dean, etc.
☐ expulsion from the university
☐ other (what?) ....
☐ no, none

Part III

You are to take a very difficult and important test/exam soon. What is the chance that you will behave as in the examples below? Remember situations that really happened.

14. Will you prepare a cheat sheet for the most difficult topics?
☐ definitely yes
☐ rather yes
☐ difficult to say
☐ rather not
☐ definitely not

15. It is known that the teacher gives the same test sheet every year. Will you look at the copies circulating among the students?
☐ definitely yes
☐ rather yes
☐ difficult to say
☐ rather not
☐ definitely not

16. You are sitting next to another person and you can see the answers on their sheet. Will you use this opportunity to compare your answers?
☐ definitely yes
☐ rather yes
☐ difficult to say
☐ rather not
☐ definitely not

17. The teacher allows students to use their notes, books and the internet during the exam, as long as they do not communicate with others. Will you still try to communicate with someone?
☐ definitely yes
☐ rather yes
☐ difficult to say
☐ rather not
☐ definitely not

18. A friend sitting next to you is asking for help in answering a question you know the answer to. Will you help him/her?
☐ definitely yes
☐ rather yes
☐ difficult to say
☐ rather not
☐ definitely not

19. Do you think that the phenomenon of copying during studies is common?
☐ definitely yes
☐ rather yes
☐ difficult to say
☐ rather not
☐ definitely not

20. Do you consider the phenomenon of copying to be reprehensible?
☐ definitely yes
☐ rather yes
☐ difficult to say
☐ rather not
☐ definitely not

Part IV

21. During your studies, have you ever written down in your credit paper (presentation, essay, review, description, etc.) an excerpt from a source (word by word or by describing it in your own words) without adding a footnote?
☐ no, never (go to question 24)
☐ yes, one time
☐ yes, occasionally
☐ yes, regularly

22. Has this been noticed by the assessor?
☐ yes
☐ no (go to question 24)

23. Have any of the following actions been taken against you? Mark all true ones.
☐ a reprimand
☐ I was obliged to improve my work
☐ I was obliged to write a new paper on another subject
☐ the grade was lowered
☐ not getting credit for the classes with the possibility of later improvement
☐ not getting credit for the classes with no possibility of improvement
☐ disciplinary conversation with the teacher
☐ disciplinary conversation with the director/dean, etc.
☐ legal (e.g. reporting the case to the public prosecutor's office)
☐ other (what?)...
....
☐ no, none

24. During your studies, have you ever rewritten a text in your final thesis from a source (word by word or in your own words) without adding a footnote?
☐ no, never (go to question 27)
☐ yes, one time
☐ yes, several times
☐ yes, I do it regularly
☐ not applicable, I have not yet started writing my thesis (go to question 27)

25. Has this been noticed by your advisor?

☐ yes

☐ no (go to question 27)

26. Have any of the following actions been taken against you? Mark all true ones.

☐ a reprimand

☐ I was obliged to improve my work

☐ I was obliged to write a new paper on another subject

☐ the grade was lowered

☐ not getting credit for the classes with the possibility of later improvement

☐ not getting credit for the classes with no possibility of improvement

☐ disciplinary conversation with the teacher

☐ disciplinary conversation with the director/dean, etc.

☐ legal (e.g. reporting the case to the public prosecutor's office)

☐ other (what?)..

☐ no, none

Part V

27. Suppose you are writing a difficult and important piece of work for credit and at the same time you have very little time. Will you decide to rewrite a piece of text from the source (word by word or in your own words) without adding a footnote?

☐ definitely yes

☐ rather yes

☐ difficult to say

☐ rather not

☐ definitely not

28. Suppose you are writing a paper on a subject that is described mainly in foreign literature. When inserting a fragment of the text you have translated into your work, will you decide to add a footnote?

☐ definitely yes

☐ rather yes

☐ difficult to say

☐ rather not

☐ definitely not

29. You are preparing a piece of work for which you have obtained a lot of information from the internet. When will you not make a footnote? Mark all true answers.

☐ when the author of the text is not given by name and surname

☐ where the text is untitled

☐ when the information comes from social media

☐ when the information comes from internet forums

☐ when the source has a strange name

☐ when I do not know where the information comes from

☐ when I do not know how to make a footnote

☐ I always make a footnote

☐ other (what?)..

30. Suppose somebody offered you to prepare a credit paper or part of it (presentation, essay, review, description, etc.) for you. Would you consider this possibility?

☐ definitely yes

☐ rather yes

☐ difficult to say

☐ rather not

☐ definitely not

31. Suppose that someone offered to prepare the final thesis or part of it for you. Would you consider this possibility?

☐ definitely yes

☐ rather yes

☐ difficult to say

☐ rather not

☐ definitely not

32. Let us assume, for the moment, that no consequences are incurred on the credits for the use of any informal assistance or for the rewriting of parts of texts without footnotes. Will you decide to do so?

☐ definitely yes

☐ rather yes

☐ difficult to say

☐ rather not

☐ definitely not

33. What is plagiarism? Describe it briefly in your own words.

....
....
....
....
....
....

34. Have you ever been taught during your studies how to do footnotes correctly?

☐ yes
☐ no
☐ I don't know/I don't remember

35. Do you think that the phenomenon of plagiarism during studies is common?

☐ definitely yes
☐ rather yes
☐ difficult to say
☐ rather not
☐ definitely not

36. Do you consider plagiarism to be reprehensible?

☐ definitely yes
☐ rather yes
☐ difficult to say
☐ rather not
☐ definitely not

Would you like to add something more?

....
....
....
....
....
....

E-mail address (current) or telephone number (private/home): ....

Explanation

We will send a short message to the e-mail address you have provided, asking you to confirm that you have completed the survey (or we will call the phone number you have provided and ask about the survey).
This is for the pollster's control only. We want to make sure that the results of the survey are reliable and show us a true picture of students' opinions. Your e-mail (and phone number) will be immediately removed from the contacts after the pollster's control. They will not be shared with anyone and no other messages will be sent to you.

Thank you for completing the questionnaire!