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ABSTRACT

of the dissertation for the degree of Doctor of Philosophy

ENDOWMENT AND SCHOLARSHIP IMPACT ON ACADEMIC INTEGRITY AND ACHIEVEMENT MOTIVATION OF INTERNATIONAL STUDENTS
(A Case Study of Al-Azhar and Khazar Universities)

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DISSERTATION GENERAL DETAILS

Relevance and degree of study of the subject. To achieve transparency in the teaching and learning process, it is very important to reform the academic environment and minimize negative situations in the society based on the results of the reform. Researchers posit that fight against corruption in academic settings precedes unsatisfactory and less-quality education and that corruption is incompatible with one of education's major aims which was plainly stated as *"generating citizens that comply with the law and human rights"*. In contemporary ages, there is evidence to buttress the fact that investigations dealing with endowments and scholarships, or financial aids and academic integrity are the subject of widespread attention but in discrete manner. Studies show that although academic dishonesty has devastating effects on the reputation and integrity of higher institutions, it however remains a persistent burden all over the world. Eradicating this behavior seems to be impossible because only few institutions have managed to downplay the levels of this behavior. [1]

The present study investigates the impact of endowment and scholarship on academic integrity and achievement motivation of students. It is shown that the learning environment of ready-made knowledge has already been left behind. More than basic needs were provided either by the relevant governments, charitable organizations, or the academic institutions to encourage the students. Several investigations on academic integrity is an indication of prevalence of academic misconducts and absence of integrity in most of academic settings, and particularly at higher institutions.

The content of this research topic was merely driven by experiences of the researcher through his educational journeys. This necessitates the selectivity of the two universities as the case study. Being an indigent with abundant flairs for the acquisition of knowledge, which would not have been actualized without the kind of full endowment and scholarship provided by Al-Azhar University. In addition, 75% scholarship of Khazar University has also played a significant role on the commencement of the researcher's doctoral academic program.

Thus, Waqf which is a practical form of endowment in Islam, targeting the human being in general, while prioritizing the less privileged Muslim. It provides noteworthy relief of any kinds to human being, in accordance with their circumstances. Importantly, endowment provides educational assistance which is the chosen category of al-waqf in this study. In this direction, the two concepts "endowment" and "scholarship" can be used interchangeably in some cases. Considering the fact that, when a particular student is financially endowed by an organization or institution, such a student will be categorized as a scholarship-based candidate. [2]

The object and subject of research. Consequently, this study aims at examining the impact of endowment and/or scholarship on academic integrity of higher institution students.

The subject of the study is to study the possibilities of the application of endowment and scholarships on the academic honesty and motivation of students of higher education institutions.

Goals and objectives of dissertation. The purpose of the study is to investigate the effect of students' use of endowments and loans on their motivation, academic integrity, and integrity in higher education institutions and to achieve qualitative change in this area.

In order to answer the research question of this study mentioned in the relevant segment, the following hypothesis is proposed:

Endowment and scholarship have an impact on academic integrity and achievement motivation of the students at the universities. Thus, lack or inadequate scholarship and/or endowment is a cause for academic dishonesty of students at the selected universities.

The main purposes of this study are as follow:

1) to investigate the impact of endowment and scholarship on academic integrity and achievement motivation of the students of Al-Azhar and Khazar Universities.

2) the study intends to offer empirical facts about endowment and scholarship impact on academic integrity and achievement motivation

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[2] DesJardins, S. L., Ahlburg, D. A., & McCall, B. P. (2002). Simulating the longitudinal effects of changes in financial aid on student departure from college. *The Journal of Human Resources,* 37(3), 653-679. doi:10.2307/3069685.

of students.

3) the study will determine staff, academic specifically and students' view about academic integrity, trust, fairness, respect, and responsibility.

4) to investigate the activities of the International Academic Integrity Center in the field of academic integrity.

5) to determine the differences in the concepts of academic integrity between different demographic variables of the target groups; identify and propose the best institutional strategies to increase student achievement motivation and academic integrity in higher education institutions through grants and scholarships.

Research methodology. Within the tradition of quantitative research, methods associated with case study of students of Al-Azhar and Khazar Universities, survey research methodology, and Academic dishonesty instrument of University Kuala Lumpur (UniKL) are selected to investigate the scholarship and endowment impact on academic integrity and achievement motivation among the students of Al-Azhar University, Cairo in Egypt and Khazar University, Baku in Azerbaijan.

The following methods were used in the study:

- theoretical analysis: the techniques and procedures involved in conducting the study, particularly the samples of students sampling procedures, validity and reliability of academic dishonesty, data collection and analysis were discussed.

- endowment and scholarship impact on academic integrity and achievement motivation among the students of Al-Azhar and Khazar Universities were observed.

- population and sample: the control group of targeted Universities were selected as the respondents of this study via a sampling frame obtained from the relevant representatives of both Universities. The population of this study at both universities covers undergraduate and postgraduate students, local and international students, and males and females.

- data distribution: a simple probability sampling that provides every member of target group with a possibility of being chosen as participants was used.

- instrumentation: the instrument was partitioned into three parts namely, a-academic dishonesty, b-individual influence, c-social influence with another part that permits the control group to share their opinions and recommendations.

- Analysis: the analysis in this research was done using the descriptive analysis focusing on frequency counts and percentages, and the total means of the findings were explored.

Observation, interview, induction, deduction, experiment and mathematical-statistical methods were used in the research.

Basic provisions for defense.

1. The availability of scholarships, endowment and grants is connected to students' academic success.

2. Grant and scholarship are the main tools that affect academic integrity. [3]

3. Students at a university rarely demonstrate their true and wrong concepts of academic integrity.

4. Academic misconduct or dishonesty is plainly a serious and established hindrance which is rampant but not limited to the higher institutions, but results are uniformly observed in several student, administrator, lecturer, parent, and caregiver behaviors.

5. Academic dishonesty, ranging from plagiarism, cheating during tests or exams has become a norm in academic settings. It continues to frustrate many stakeholders and managements in the higher institutions.

6. It has been proved that most lecturers, parents, and administrators are perfectly aware of students' misconduct as they know students who engage in various dishonesties at the time when honesty is inconvenient or difficult for them. [4]

7. It is noteworthy that scholarship cum endowment has registered positive impacts on various aspects of academic developments, therefore, the study aims to investigate the impact of scholarship and endowment on academic integrity of the students.

The scientific novelty of the research is that the findings of the research are of great contribution to literature. Besides, there is a need

for substantial research on academic integrity at the both Al-Azhar and Khazar Universities as the selected control group. Also, there is limited Azerbaijani and Egyptian research on this problematic concept. Ministry of Education and the copy right agency of the Azerbaijan republic held a roundtable discussion on plagiarism in scientific, academic and literacy texts and how to prevent it where the availability of the anti-plagiarism measures at Khazar university were discussed.

Appropriate methodology was adopted, participants' perceptions of academic integrity were measured, the impact of scholarships and donations on academic integrity was effectively investigated, and possible strategies for developing and maintaining academic integrity in universities were recommended.

The theoretical and practical significance of the research. In relation to the grammatical approach of academic integrity, researchers have provided extensive definitions for the concept. The following paragraphs display some key aspects of the definitions. The problematic nature of academic integrity makes it wide open to various grammatical interpretations. Research focused in reviewing literature of academic integrity on key elements such as behavior, conduct and values academics at any related aspects. While addressing issues pertaining to the academic integrity, there is no running away from "codes of honor" which usually consist of institutional constitutions that analyze how students are expected to behave towards achieving their academic goals. [7]

Ethical education is another extended dimension that covers various professions such as medicine, law, business, and other areas including education. Customarily, most universities nowadays provide trainings and professional programs to strengthen the professionals' behaviors and prepare them with good conducts for the labor markets. However, what concerns this study are the values, conducts and behaviors of the students at the educational environment. The scope of the definition shall be limited within student-institution context. Honesty is frequently used interchangeably with "integrity". [8] Tracing the concept back to other languages make honesty a suitable synonym

for the integrity. For instance, researchers claim that the word integrity can be best explained through a Chinese two phrases known as 'cheng' cum 'xin'. Togetherness of the separate words forms 'Chengxin' and it means honesty in Chinese language. The concept of integrity is neither exterior nor eccentric to the textual of Arabic vocabulary of Muslim educational system.

In Arabic linguistic, integrity implies "istiqa'mah" and it refers to the eminence of being perfect and excellent with respect to individual services to Allah and his/her treatment of natural environment. Measuring it from the English language perspective, integrity is rooted to the Latin word "integritas" or "integer" which simply means entire or whole that is, integration of separate parts of an individual's real identity. [9]

As proclaimed in a, integrity is strongly associated with the virtues that make a great personality in the moral philosophy. In establishing ethical values and virtues to academic integrity, lots of scientists and writers, many studies have recommended distinctions and qualities in personalities, as researchers are prudently expected with higher degree of academic humbleness, while moderate dignity should be found in teachers. A moderation of the prides that undermines ridiculous arrogance and unwanted inferiority. This is practically aggregated with Cummings' threefold classifications of the academic integrity components namely, research, teaching, and service. Studies have shown interest through a substantial strand of literature on issues pertaining to ethics education recognizing a range of professions likewise law, teaching, nursing, and business of which these professionals and practitioners are expected to uphold integrity. [10] Addressing integrity from a legal point of view, researcher has proposed that integrity can be further construed as the proprietorship of specific rights. For instance, just like people who are linked with being the bearer of acreage or a citizen of a nation. For example, an

[10] Pring, R. (2001). The Virtues and Vices of an Educational Researcher. *Journal of Philosophy of Education.* 35. 407 - 421.

[11] Cummings, W. K. (1998). The service university movement in the US: Searching for momentum. *Higher Education,* 35(1), 69-90.

individual is not expected to violate other people's integrity either by invading their privacy or personal property. [11] However, this study adds to the literature as the first study to examine the impact of endowment and scholarship on academic integrity and achievement motivation among the students. The study contributes to the field of knowledge by exploring the roles of scholarship and/or endowment on academic integrity through a unique sample of students of two universities as a control group.

Approbation and application of the research. This research work has attained approval from the Khazar University Scientific Council while the main findings of the thesis were reviewed by the scientific supervisor, academic advisor, and the department of "Graduate School of Science, Art and Technology" at Khazar University. The results of the research were applied in a few scientific articles, as well as in the publication of statement resources presented at international and local scientific seminars, conferences and symposiums.

Claimant's personal contribution:

In Fact, difficulty in solving problematic nature of academic misconduct is an established fact. Thus, effectiveness of scholarship and endowment on academic integrity and achievement motivation of the students is investigated. Interestingly, a recent study illustrated rethinking scholarship criteria and implored the scholarship founders and organizers to prioritize specified criteria that promote academic integrity in academic environment and educational settings. [5]

Irrevocably, selection of the two universities situated at the above-mentioned countries can be glimpsed as another significance. Studies projected that issues related to violation of academic integrity and the existence of academic dishonesty and misconduct at higher institutions have not been rigorously addressed through empirical studies in developing countries. [6] Astonishingly, the two countries (Azerbaijan and Egypt) were specifically mentioned in this regard by academician and researcher.

Name of the institution at which the dissertation work is accomplished. **Name of the organization where the dissertation work is carried out.** Graduate School of Science, Arts and

Technology Khazar University.

Structure and total volume of the dissertation. The dissertation consists of an introduction, three chapters, a conclusion, a list of references, and additions. Introduction (24,880 characters), Chapter I (124,607 characters), Chapter II (15,172 characters), Chapter III (19,561 characters), conclusion (11,619 characters), the list of references consists of 34 pages, in general, the dissertation consists of 252,992 characters.

THE ESSENTIAL CONTENTS OF THE DISSERTATION

In the "Introduction" the relevance of the problem is justified, the object, subject, the purpose and objectives of the research, the used research methods, basic provisions for defense, the scientific novelty of the research, the theoretical and practical significance of the research are reflected.

In the "introduction" part it was established that the study is about endowment and scholarship impact on academic integrity and achievement motivation of the two selected (Al-Azhar and Khazar) universities. In eagerness to investigate the effectiveness of endowment and scholarship on academic integrity, the participants of the study were chosen from two universities across the two different regions located under different continents, Azerbaijan, and Egypt. Apparently, this study [1] has opened a wide door for upcoming studies aiming at investigating the impact of endowment and scholarship on academic integrity, considering it the first study in this direction.

[12] Bowers, W. J. (1964). Students dishonesty and it's control. New York, *Columbia University Press.*

[13] *Kirk, R. E. (1996). Practical significance: A concept whose time has come. Educational and Psychological Measurement, 56, 746-759.*

[14] McCabe, D. L., & Trevino. L. K. (1993). Academic dishonesty: Honor codes and other contextual influences. *Journal of Higher Education,* 64, 522-38.

[15] Lim, V. K. G., & See. S. K. B. (2001). Attitudes toward, and intentions to report, academic cheating among students in Singapore. *Ethics and Behavior,* 11, 261-74.

16 Rottinger, D. A., Jordan, A. E., & Peschiera, F. (2004). Evaluating the motivation of other students to cheat: A vignette experiment. *Research in Higher Education*, 45, 873-90.

However, the findings of this research provide a general insight of the impact in these two selected universities which can be reinvestigated in future studies through a considerable larger sample in a quantified and specified region to generate more accuracy of the findings on one hand and generalizability attainment on the other hand.

Academic integrity is the ethical policy of college circles which is an age-long practice in educational organizations. The term has been into existence for the past several decades. [12] According to Bowers, the nucleus of the existing integrity measure is dated to early 1960s, when a multi-institutional study announces academic to be widespread in post-secondary institutions.[13] McCabe was the academic founder of academic integrity, and he is considered as the "grandfather of academic integrity", given that, the term was coined by his authority.

The concept of integrity at any academic settings includes values, such as avoidance of cheating or plagiarism, maintenance of academic standard, honesty and rigor in research and academic publishing.

Academic integrity is expected to be the foundation of college or university's goal to enhance an exchange of ideas and develop new knowledge, of which individual students are expected to work with and trust one another. Avoidance of academically dishonest attitudes, such as, fabrication, falsification and plagiarism are mostly regarded as an avenue to promote the academic integrity. [14] However, in the absence of integrity, when the focus of students is on negative behaviors to get their ambitions achieved; dialogues about integrity are centered on doubt rather than trust, growth, and respect. [15]

Researchers have been dealing with the concept of academic integrity for a very long time, and presently, investigations have dealt with academic misconducts and misbehaviors, most especially, the act of plagiarism, are the widespread subject that attract attentions in the scientific settings[16]. Several investigations on academic integrity are an indication of prevalence of academic misconducts and absence of integrity in most of academic settings, and particularly at higher institutions. Consequently, this study aims at examining the impact of endowment and/or scholarship on academic integrity and achievement motivation of higher institution students.[17]

Apparently, scholarship is one of the obvious advantages of getting rid of economic and financial anxiety during the students' academic career. Having a scholarship will benefit students to lessen that inevitable financial burden if it cannot be completely eliminated[18]. Relatively, earlier studies have essentially discovered a strong and multifaceted impact of scholarship on students' success in general, but specifically on academic integrity requires more investigations. A clear result of scholarship being highly effective has been recognized within the higher education literature.

As expected, a scholarship-based student does not need to work at all to support himself or must work less for fewer hours which may have promoted more academic and social engagement during enrollment, unlike other students studying without any assistance or scholarship. Therefore, less financial stress could be explained as having more time and energy to study, and to carry out all the academic related tasks.

Nonis and Hudson argue that engaging in work while enrolled in university has little effect on academic performance while working in another research was regarded as an inhibitor towards students' academic excellence and retardation to completion of academic degree in an excellent and timely manner. Having enough time and energy to study can in turn, facilitate students' academic integrity, assertiveness, and enhance their higher and strong motivational achievement. DesJardins, McCall, Ott, and Kim, proclaimed that the provision of students' financial aid is significantly beneficial to students in several ways; by suppressing financial obstacles and enhance their academic retention.[19] A scholarship relieves students from financial burdens and inspires them to avoid working or to reduce the working hours during their academic journey at [2]**Ошибка! Закладка не определена.**the

[20]Boatman, A., & Long, B. T. (2016). Does financial aid impact college student engagement? Evidence from the gate's millennium scholars' program. *Research in Higher Education,* 57(6), 653-681. doi:10.1007/s11162-015-9402-y.

[21]Muhammed-Shittu, A.-R. B., II. (2019). A critical review of the effect of age restriction on scholarship for applicant from developing countries. *Azerbaijan Journal of Educational Studies,* 689: 107-122. http://dx.doi.org/10.29228/edu.72.

colleges, thereby liberating time to important academic and other relevant curricular activities.

Subsequently, other studies buttressed the notion that students enjoying scholarships, especially grant aid, work less and alternatively spend more time on valuable activities and experiences outside the classrooms, possibly attaining higher course grades and higher rates of academic integrity with eagerness to complete academic program than their colleagues who work more hours. For example, Hamrick, Schuh, and Shelley affirmed that distributions of capital and funds across functional groups imply a university's priorities and can accelerate substantial influence on student outcomes.[20]

In a recent study by Muhammed-Shittu, academic scholarship which its financial aids have been tested positively on academic procrastination. Several other researchers have investigated endowment and scholarship impacts on various domains such as students' college choice Hurwitz, students' postsecondary enrollment choices Kim, academic performance of the students Nonis, and Hudson and academic retention. However, this study adds to the literature as the first study to examine the impact of endowment and scholarship on academic integrity and achievement motivation among the students.[21] The study contributes to the field of knowledge by exploring the roles of scholarship and/or endowment on academic integrity through a unique sample of students of two universities as a control group.

The concept of integrity at any academic settings includes values, such as avoidance of cheating or plagiarism, maintenance of academic standard, honesty and rigor in research and academic publishing. Academic integrity is expected to be the foundation of college or university's goal to enhance an exchange of ideas and develop new knowledge, of which individual students are expected to work with and trust one another. Avoidance of academically dishonest attitudes, such as, fabrication, falsification and plagiarism are mostly regarded as an avenue to promote the academic integrity. However, in the absence of integrity, when the focus of students is on negative

behaviors to get their ambitions achieved; dialogues about integrity are centered on doubt rather than trust, growth, and respect.

The first chapter shows that, researchers have been dealing with the concept of academic integrity for a very long time, and presently, investigations have dealt with academic misconducts and misbehaviors, most especially, the act of plagiarism, are the widespread subject that attract attentions in the scientific settings. Several investigations on academic integrity are an indication of prevalence of academic misconducts and absence of integrity in most of academic settings, and particularly at higher institutions. Consequently, this study aims at examining the impact of endowment and/or scholarship on academic integrity and achievement motivation of higher institution students.

Chapter I reviews the previous studies related to every variable that form the topic of this research; specifically, endowment, scholarship, achievement motivation, academic integrity and its endemically negativities such as dishonesty, cheating, plagiarism, misconduct, falsification and/or fabrication of data. The studies were arranged into sub-topics but prudently categorised around two categories as theoretical and empirical studies in the field of study.

[3] The theoretical side contains several theories and importantly, motivational and time management theories were demonstrated to establish how scholarship and endowment impact students' academic integrity and achievement motivation. Thus, this theoretical framework focuses predominantly on the concept of academic integrity which is considered as independent variable of the study.

The second chapter indicates that **scientific technique** is a method consists of a few directions and measures which a researcher must

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[22] Hussain, E. W. (2006). Towards development an integrated research method in human sciences. Kuala Lumpur: *Research Centre,* International Islamic University Malaysia.

[23] Cohen, L., & Manion, L. (1994). Research methods in education. (4th edn.). New York: Rutledge.

[24] Powell, S., Ronald, L., & Manion, L. (1997). Basic research methods for librarians. *(3rd edn.) Greenwich,* Connecticut: Ablex.

analytically survey in the academic study of a phenomenon. Researchers who systematically track the scientific process could claim that their research findings are scientific. Thus, researchers who fail to apply scientific methods could not claim to be scientific even when their findings parallel with the phenomena in the real world.[22] For, without the application of methodical approaches, the correspondence between the findings and the phenomena in the real world may be a sheer coincidence (Hussain, 2006).

Relevantly, methods are the range of approaches used in empirical and educational research to assemble data which are to be used as a basic for interpretation and inference, for prediction and explanation.[23] By tradition, the word refers to those techniques correlated with the positivistic model-eliciting responses to predetermined questions, recording measurements, performance of the experiments and description of the phenomena (Cohen & Manion, 1994).

Population and sample. In handling data distribution, the researcher uses a simple probability sampling that provides every member of experimental group with a known possibility of being chosen as participants. The control group of targeted Universities were selected as the respondents of this study via a sampling frame obtained from the relevant representatives of both Universities.

Table 3.
Overview of the Questionnaires distributed

	Al-Azhar	Khazar
Distributed Questionnaires	303	277
Returned Questionnaires	277	242
Incomplete/Unanswered Questionnaires	26	23
Number of Selected Respondents by SPSS	303	265

This paragraph discusses data Analysis as follow: statistical data

investigation is concerned with development and application of methods and techniques for organizing and analysing quantitative data. Therefore, the obtained data were coded numerically for subsequent analysis.[24] The study analyses data by using descriptive statistics in SPSS (IBM SPSS Statistics for Windows, version 23.0, Armonk, NY, USA) computer program to answer the research questions. The first research question, which is, "How do scholarship and endowment statuses affect students' perceptions towards academic dishonesty?" is answered through the analysis of the students' responses to the first fraction encoded AD1 to AD5 items of the questionnaire, and the research question, that is, "Do scholarships and endowments impact academic integrity of Al-Azhar and Khazar Universities students?" was analyzed using the second part that consists five items of the instrument, and the remaining fraction (10 items) of questionnaire were used to analyze the last question of the study which is "What are the causative factors of academic dishonesty at the selected universities?" Profoundly, the analysis in this research was done using the descriptive analysis focusing on frequency counts and percentages, and the total means of the findings will be explored. Finally, the recommendations are provided from researcher's innovation driven by empirical textual and from what recommendations and opinions shared by the experimental group.

In the part named chapter III, an overview on issues pertaining to the discussion of the result as outlined in the subsequent paragraphs. This quantitative nature of data analysis is concerned with development and application of the approaches and techniques applied to organize and analyze statistical data. The purpose of data analysis is to summarize observations to provide answers to the research questions. Thus, the obtained data were coded numerically for subsequent analysis and the researcher adopted descriptive statistical procedures involving frequency count, percentage distribution, t-test, and correlation to analyse the data gathered, and the means of the control group were compared.

Based on the simple random selection on the part of Al-Azhar University participants, 303 students were selected through SPSS.

During the distribution of the data, the entire 303 questionnaires were distributed to the students, and the total number of the returned questionnaires was 277. During the analysis, 26 questionnaires were removed due to the fact that some of the participants did not return adequately administered their responses and some questionnaires were not returned unanswered.   Consequently, 265 was recorded as the total number of Khazar University students of which 23 questionnaires were forfeited due to the previously elucidated reasons while 242 questionnaires were satisfactorily completed, returned, and discreetly considered for analysis, see table 3 below. As first empirical research to measure the impact of endowment and scholarship on academic integrity and achievement motivation of students. The results of this study are organized into three sections.

Discussion of Survey Analysis. The target of this study is not to compare the findings of the two selected Universities, but to explore the role of endowment and scholarship on academic integrity thus, the results of the two experimental groups were presented separately, of which similar approach was used in analysing and presenting those findings. Some of these findings were appropriately presented below:

Khazar university scholarship and endowment statuses: students' perceptions towards academic dishonesty:

The results show that all the participants of Khazar University regardless of their scholarship status are equal in terms of their perceptions towards the effects of academic dishonesty on educational environment in their university.

The mean value for non-scholarship recipients on this item = (1.00) with standard deviation of (.00), partial scholarship recipients' mean value = (1.84) with standard deviation of (.33) full tuition scholarship recipients' mean value = (1.73) with standard deviation of (.44) and the recipients of full tuition with monthly stipends = (1.28) with standard deviation of (.45). This stipulated analysis is an indication that all the experimental group perceive academic dishonesty to be a problem that affects the general population of their higher institutions.

It is highly significant to pinpoint the reality about disputation of participants of all scholarship categories that "the authority makes sure that cheating students are punished in my university".

It is highly significant to pinpoint the reality about disputation of the participants of all scholarship categories at Khazar University (non-scholarship group's m =3.43 with std. d= .50, partial scholarship recipients' m= 3.32 with std. d= .52, full tuition scholarship recipients' m= 3.36 with std. d.=.591, and full tuition with monthly stipends recipients' mean value is m= 3.7 with std. d= .49) that "the authority makes sure that cheating students are punished in my University".

The results (non-scholarship recipients' m=3.39 std. d.= .74, partial scholarship recipients' m=3.31 and std. d=.79, full tuition recipients' m= 3.56 and std. d.= .71 and full tuition with monthly stipends recipients' m=3.51 std. d.= .54) of the final item (AD5= my University imposes serious punishment to students who perform unethical behaviour) projects a strong correlation among the participants of different scholarship status as per their refutation of the item clarified under AD5.

Al-Azhar University scholarship and endowment statuses: students' perceptions towards academic dishonesty:

The second section discusses the findings gathered from Al-Azhar University participants. Given that, all the items have been written repeatedly during the presentation of the results in the previous section. The researcher decides to encode those items as (AD1-AD5) and (A1-A5).

On the first item (AD1), Al-Azhar University participants -regardless of their different scholarship status- show virtually similar mean values (G1's m=1.32 with std. d.=.47, G2's m=1.00 with std. d.=.00, and G3's m=1.41 with std. d.=.49).

With regards to item AD3, higher mean values cum standard deviations were the case, at which G1 shows m= 3.57 with std. d.=.49, G2 m=3.48 with std. d.=.50, and G3 m=3.52 with std. d.=.50. This output suggests Al-Azhar University participants' collective strong disagreement to the theme of this (AD3) item.

Subsequently, the mean values and standard deviation of AD4 were categorically higher as G1's m=1.03 with std. d.=.17, G2's m=1.41 with std. d.=.49, while G3's m=1.36 with std. d.=.48. That is, they register their absolute agreement to the item's concept.

With regards to AD5, the mean values of G1 are 3.60 while std. d.=.53, G2 m=3.08 with std. d.=.85 but scenario changed slightly in

mean value (m=2.83 with std. d.=1.04) of G3. This insinuates that G3 disagrees with the item, while agreement is the case of G1 and G2 on the item.

The students' survey on endowment and scholarship impact on academic integrity indicate that, out of five selected items (AD1-AD5), examining the effects of scholarship and endowment statuses on students' perceptions towards academic dishonesty. In view of the scholarship status classifications of control group of this study, the survey of Khazar University participants generally agrees on AD1, AD2, and AD4 and disagree on two AD3 and AD5 items. It is amazingly interesting to reveal that the exact result was found in Al-Azhar University survey with regards to their responses towards the items AD1, AD2 and AD4.

This is an indication that all the participants from two Universities confirm that academic dishonesty affects institutional environment in various universities. Secondly, these students are prudently concerned about immoral students of their colleagues, and thirdly, they believe that students who display unethical conducts due to lack of awareness with regards to the punishment. Similarly, they strongly dispute the notion of item AD3 that the authority makes sure that cheating students are punished in their institutions, and item AD5 which reads that their universities impose serious punishment to students who perform immoral conducts.

Consequently, the survey about the second research question on scholarship and endowment impact on academic integrity of Al-Azhar and Khazar Universities students. This survey contains five items (A1-A5) and the analysis of collected data from the two universities were done separately. To begin with Khazar University experimental group, the output shows that participants without scholarship and the partial scholarship recipients were found to agree to the item A1 which has been interpreted earlier, while the last two categories (full-tuition scholarship and full-tuition with monthly stipends were reported with disagreement as it was similarly found in the output of the category with tuition free and monthly stipends among Al-Azhar University participants.

Table 4.2.

**Means and Standard Deviation Case
Processing Summary (A1-A4)**

KHAZAR Uni. Participants' Scholarship Status		A1	A2	A3	A4	A5
Non-scholarship Recipients	Mean	1.5652	3.5000	3.3696	1.4565	1.6957
	Std. Deviation	.50121	.65828	.60951	.50361	.46522
Partial Tuition Scholarship Recipients	Mean	1.7534	3.4795	3.5205	1.6575	1.7534
	Std. Deviation	.66208	.60345	.55552	.58260	.59584
Full-tuition Scholarship Recipients	Mean	3.1549	3.2254	3.1972	3.0704	2.2535
	Std. Deviation	.62445	.81411	.78594	.66168	1.03811
Full-tuition with Monthly Stipends Recipients	Mean	3.3269	2.8462	3.2500	3.3654	3.3269
	Std. Deviation	.58481	.82568	.76376	.65765	.70631

As per item A2, the first three (non-scholarship, partial scholarship, and full scholarship) out of four among Khazar categories strongly disagree, while the last category agrees to the motion. This is obviously in contrary with what is found in among Al-Azhar, where the participants with tuition free and monthly stipends confirm their disagreement and the rest categories such as, tuition free with half monthly stipends cum students without stipends showcase their agreement towards the item. On item three (A3), it is relevantly significant to establish the reality of absolute disagreement among all the categories of both Universities. On item number four (A4), the first two categories of Khazar University participants agree to the notion, while the last two categories (full-tuition scholarship recipients and full-tuition with monthly stipends were reported with disagreement.

The findings of last two categories of Khazar University were in line with what was reported for the participants with zero scholarship and what was reported for the first two categories of Khazar University experimental group was the case of first two (tuition free with monthly

stipends and tuition fee with half monthly stipends) categories of Al-Azhar University participants. On the last item (A5), agreement on concept was found for non-scholarship recipients, partial scholarship recipients, and full tuition recipients among Khazar control group but reverse was the case of last category tagged as full tuition with monthly stipends recipients. However, none among Al-Azhar University categories was found with disagreement on A5 item.

Table 4.4.

**Means and Standard Deviation Case Processing Summary (A1-A4)**

AL-AZHAR Uni. Respondents' Scholarship Status		A1	A2	A3	A4	A5
Tuition Free with monthly stipends) Scholarship	Mean	3.6087	3.4565	3.5326	2.9348	1.9239
	Std. Deviation	.59219	.50084	.50167	.79565	.82853
Students with half scholarship	Mean	1.0645	1.2796	3.5054	1.2258	1.7419
	Std. Deviation	.24700	.49707	.50268	.42038	.64105
Students with zero Scholarship	Mean	1.7935	1.6087	3.4783	3.4457	2.0978
	Std. Deviation	.58438	.49072	.56410	.65237	.79917

The "Conclusion" part of the thesis recapitulates and offers a discussion on the findings of the research, in accordance with the purpose, objectives and research questions. Based on this, suggestions and recommendations for higher institutions, students, lecturers, as well as future studies are presented. The objectives of this study were: identification and analysis of the impact of scholarship and endowment on academic integrity among the students at selected universities. Hence, a discourse of the research problem, an exclusive and extensive literature review, and methodology adopted for research have been offered in the first three chapters.[24] The key findings from this empirical study have been emphasised via students' perceptions

and individual influence as pinpointed in two fractions of the instrument.

Obviously, this study adds to the existing evidence which have revealed problematic nature of academic dishonesty. It is highly fascinated that students at the two selected universities were categorically found to buttress the effects of academic dishonesty at many educational settings. Also, they dispute existence of all-important steps that stimulate academic integrity at the university such as, firmness of authority in making sure that cheating students are punished, because they believe that students perform unethical behaviour because they are not aware of the punishment, and this collaborates what has been found in another research (Sims, 1993). The findings illustrate that, despites the awareness of the selected universities concerning problematic nature of dishonesty and misconduct at their educational environments, little or nothing has been done to curb it, and this similarly reported in one of the previous studies (Garoupa, 2001).

This study further highlights the impact of scholarship and endowment on academic integrity of the students at the selected universities. Similarly, the participants' responses to another five items were analysed to understand this. The survey exemplifies that non-scholarship recipients of Khazar University strongly agree to A1 item that they partake in plagiarism in order to attain higher grades and this is the case of Al-Azhar University's participants with zero scholarship and participants with half scholarship. Almost similar result was reported for the participants with a partial scholarship, while full tuition scholarship and full tuition with monthly stipend recipients of Khazar and tuition free with monthly stipend category of Al-Azhar University demonstrate disagreement to the item.

AL-AZHAR Uni. Respondents' Scholarship Status
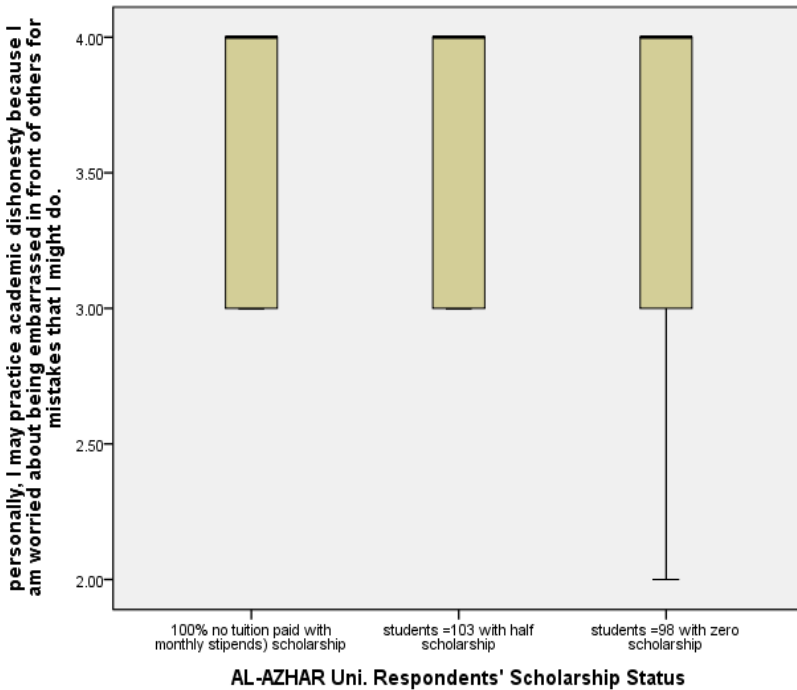
On item A2, disagreement with the item was registered for all the categories except the category with full tuition and monthly stipends who slightly agree that they cheat as a result of fear to fail in a subject. However, the recipients of half scholarship and zero scholarship disagree, while the tuition free with monthly stipend category agree to that. Furthermore, item A3 was irrelevant as all Khazar University and Al-Azhar University participants disregard embarrassment as a factor that leads to their engagement in academic dishonesty. Hence, item A4 assembles non-scholarship and partial scholarship recipients together as they strongly agree that performing academic dishonesty is their remedy for maintaining higher performance, while full tuition and full tuition with monthly stipends of Khazar University and student with zero scholarship of Al-Azhar University disagree. Apart from the group of full tuition with monthly stipend which disagree with A5 item, all the remaining categories of Khazar University agree that they

emphasize more on grades rather than learning. Meanwhile, all the groups of Al-Azhar University participants regardless of their scholarship status agree to this item.

KHAZAR Uni. Participants' Scolarship Status
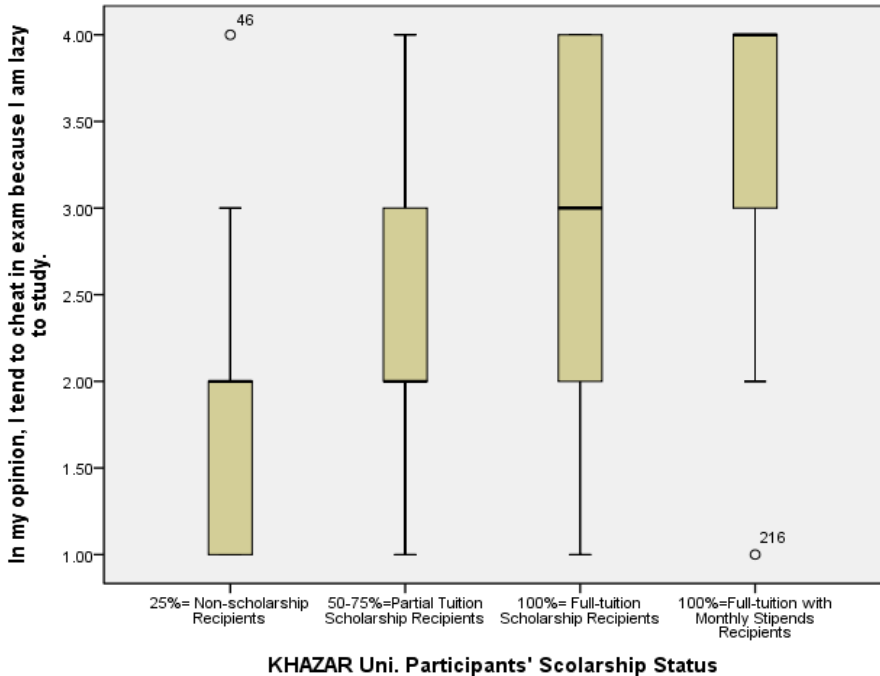
Conclusions

1. Relevantly, the researcher reemphasises that comparison of the findings between the two universities is not considered in this study. However, notable discrepancies from the groups with similar scholarship status of the experimental group were discussed.

2. Thus, this study concludes that all the experimental group confirm that academic dishonesty affects their universities. Majority of these students are truly disturbed about unethical conducts of their peers.

3. The participants affirm that the authority (at the selected universities) doesn't impose serious punishment to students with unethical conducts but the however believe that the university

scholarship structures and procedures of sustenance enforce certain attributes which could threaten or strengthening students' academic mentality that greatly reflects and determines their conducts towards academy.

4. Consequently, the study projects that the scholarship status of the participants has a significant impact on their academic conducts.

5. It was reported that students with either low or no scholarship linked their misconducts and dishonesty towards academy to suspicious factors, attainment and maintenance of high grades, fear of failure, and as a result of these factors they develop flair for grades rather than knowledge. [32]

6. Previous studies have proven such factors as mechanism to maintain [6, v. 2, p. 10475] or restore [60, p. 63-72] academic scholarship. Importantly, this empirical evidence suggests that wariness about being embarrassed in the presence of colleagues for possible mistakes was found insignificant among the entire populace of the study.[33]

7. Probably because the above stated factor has no short term or long-term impact on their scholarship. Based on the findings of this study, the researcher has suggested some recommendations; these recommendations were divided and directed to three circles that were clearly outlined under recommendations.

8. In conclusion, literature supports the claim of this study being the first of its kind at both universities. So, it is hoped that the findings of the study will add tremendous values to educational standards and development.

The following suggestions have been identified to improve academic integrity:

1- The teacher should be a good example of ethics of integrity.

2- To inform students of international standards of good conduct within the university.

3- The statement that cheating in exams hurts the students themselves and that our behavior must avoid ambiguity and deception.

4- Take steps to detect cheating so students feel there is a close follow up.

5- Exploiting enough time at the beginning of the academic semester to clarify the fundamentals of good conduct and required behavior.

6- Ensure students' access to and follow-up of teaching materials in writing jobs, examinations, papers, and research.

7- always have a strong believe in themselves and constantly motivate themselves while working on tasks with thoughts such as, it is illogical to cheat and/or steal and present someone's idea as mine, perfection is not a day journey, and other motivational thoughts.

8- developing or training themselves on how to love learning instead of putting all the focus on how to get good grades.

The following research works of the author reflect the content of the research, the main scientific ideas, and conclusions obtained:

A. Research work in indexed scientific journals

1. A Study of Philosophical Theory and Educational Science of Insights on Ethics, Values, Characters, and Morals, rooted into the Islamic and Contemporary Western Perspectives // Journal of History Culture and Art Research, - 2021 10(3), p. 47-58. https://doi.org/10.7596/taksad.v10i3.3090

2. Exploration of the Influences of the Second Language on Academic Dishonesty of Post-Secondary School Students // Journal of Applied Technical and Educational Sciences, - 2021, 11(3), p. 1-15, paper ID: 258. https://doi.org/10.24368/jates.v11i3.258

3. A study of the impact of athletic scholarship on football achievement motivation of university students // Hungarian Educational Research Journal, - 2021, 11(1), p. 61–74. http://DOI:10.1556/063.2021.00033

4. Examining the Roles of Endowment and Scholarship on Student's Academic Integrity // Azerbaijan Journal of Educational Studies, - 2021, 691(2), p. 77-88. http://dx.doi.org/10.29228/edu.118.

5. An Endowment (Al-waqf) Concept for the Supply of Medical Care: An Exploratory Study of the Sustainability of the Health Insurance at Higher Institutions // Khazar Journal of Science and Technology, - 2019, p. 63-72. http://DOI:10.5782/2520-6133.2019.3.2.63.

6. Scholarship, Integrity, and Age; A Critical Review of the Effects of Age Restriction on Scholarship for Applicants from Developing Countries // Azerbaijan Journal of Educational Studies, - 2019, p. 689(4), 107-122. http://dx.doi.org/10.29228/edu.72

7. An investigation of the impact of the scholarship types on academic procrastination among the university students // Hungarian Educational Research Journal, - 2019, p. 9(4), 668-688. http://DOI:10.1556/063.9.2019.4.55.

B. Research work in international scientific conferences

1. Pinpointing Sustainability of Chain of Orders: A Discourse of Performance Correlation between Heydar Aliyev and Ilham Aliyev on Academic Development in Azerbaijani Context. An International Scientific Conference "Topical Issues of Azerbaijani Studies: Research, Scientific Discourse and Internationalization", Dedicated to the 100th Anniversary of the Nationwide Leader Heydar Aliyev, May 4-6, 2023, Baku, Azerbaijan.

2. Analyzing the Roles of Financial Assistance on Exclusively Extracted Areas of Academic Procrastination among the Private University. III. International Halich Congress, March 12-13, 2022, Istanbul-Turkey.

3. Scholarship and Endowment Impacts on Academic Integrity of Nigerian Students at Al-Azhar University, Cairo-Egypt. EUROASIA Congress on Scientific Researches and Recent Trends-IX, February 18-20, 2022, Baku Euroasian University & IKSAD Institute Antalya, Türkiye.

4. Endangering Academic Integrity: A Discourse of the Negativities Attached to Age Restriction while Distributing Academic Scholarship among the Applicants from Developing Countries. International Liberty Interdisciplinary Studies Conference, January 16-17, 2022 Manhattan, New York, USA.

5. Academic Integrity: Addressing the Existence of Academic Dishonesty and Institutional Credibility. 7th International Mardin Artuklu Scientific Research Conference. December 10-12, 2021 Mardin, Turkey.

6. Experience of Metacognition, Integrity, and Self-Efficacy Learning among Vocational Post-Secondary Students // AHI EVRAN International Conference on Scientific Research, December 1-2, 2021, Kirsehir Ahi Evran University, Ankara-Turkey.

7. Reflections on Intellectual Contributions of Islamic Philosophers and Poets and Nizami's Academic Integrity Towards Poetry and Translation Insights // An international conference dedicated to the 880th anniversary of Nizami Ganjavi will be held, November 25-27, 2021, the National Museum of Azerbaijan Literature, Baku-

Azerbaijan.

8. Al-waqf concept as the supply of medical care: an exploratory study on sustainability of health insurance at Higher Institutions // 3. International Baku Scientific Research Congress, October 15-16, 2021, Baku Eurasia University, Baku-Azerbaijan.

9. Islam in Europe: Challenges and Pluralism. Certificate of participation at the IIIT European Summer School // Center for Advanced Studies, August 2-18, 2021, Bosnia and Herzegovina.

10. An Investigation of the Impact of the Scholarship Types on Academic Procrastination Among the University Students. Certificate of presentation at the World Youth Studies Conference, August 12, 2021, Izmir-Turkey.

11. Endowment (Al-Waqf) and Scholarship Impact on Academic Integrity and Achievement Motivation of International Students: A Case Study of Al-Azhar and Khazar Universities. Certificate of presentation at the Turkish World Universities Graduate Education Collaboration Symposium, June 21, 2021, Istanbul- Turkey.

12. Gender and Scholarship Influences on Academic Procrastination: A Case Study of Khazar University Female Students. Certificate of presentation at the World Women Conference-II, February 11-12, 2021, Baku Girls University, Baku-Azerbaijan.

13. Examining the Role of Endowment and Scholarship on Students' Academic Integrity. Certificate of presentation at the UMTEB International Congress on Vocational & Technical Sciences-X, October 16-18, 2020, Nakhchivan-Azerbaijan.

14. Academic Integrity: Exploring the Effects of the Second Language on Academic Misconduct of Higher Institution Students. Certificate of presentation at the 1st International Hazar Scientific Research Conference, September 18-20, 2020, Baku-Azerbaijan.

15. An Exploration of the Impact of Academic Scholarship on Academic Procrastination amongst Higher Institution Students. Certificate of presentation at the 4th International Paris Conference on Social Sciences, April 23-25, 2020, France.

16. Scholarship, Integrity, and Age; A Critical Review of the Effects of Age Restriction on Scholarship for Applicants from

Developing Countries. Certificate of presentation at the 3rd International Nevruz Conference on Culture and Civilization, 18-20 March, 2020, Baku.

17. A study of the impact of athletic scholarship on football achievement motivation of university students. Certificate of presentation at 3rd International Conference on "Economics of Football", 29-31 May, 2019, Baku-Azerbaijan.

18. An endowment concept as the capture of medical care: an exploratory study on sustainability of medical insurance at the higher institutions. Certificate of presentation at 2nd International Conference on One Health: Problems and Solutions, 24-25 May, 2019, Baku.

19. Impact of endowment and scholarship on academic integrity. Certificate of presentation at Opening Minds Going Global Forum, 4-5 May, 2019, Baku-Azerbaijan.

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