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**ENDOWMENT AND SCHOLARSHIP IMPACT ON ACADEMIC
INTEGRITY AND ACHIEVEMENT MOTIVATION OF STUDENTS
(A CASE STUDY OF AL-AZHAR AND KHAZAR UNIVERSITIES)**

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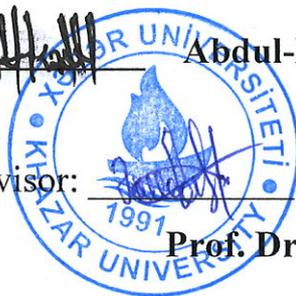
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DISSERTATION

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TABLE OF CONTENTS:

INTRODUCTION	3
CHAPTER I. REVIEW OF THE LITERATURE	
1.1. Overview of the chapter, definition, academic integrity and cheating.....	17
1.2. Reviewing plagiarism, academic scholarship, endowment	56
1.3.The evolutionary stages of endowment and its developmental role.....	77
CHAPTER II. RESEARCH METHODOLOGY	
2.1. Research design, population, sample size and instrumentation.....	82
2.2. Data collection and data analysis,	85
CHAPTER III. RESULTS AND DISCUSSION	
3.1. Sample Characteristics.....	94
3.2. Scholarships and endowments impact.....	99
3.3. Discussion of Survey Analysis.....	107
CONCLUSIONS	110
REFERNCES	117

INTRODUCTION

Relevance and degree of study of the subject. Important here is the integrity concept in academic sector which posits values attributed to firmness, sustenance, and stability of constructive characteristics that enhance the development of teaching and learning processes and positivize the outcomes to reform academic settings on the one hand, and to minimize the frequency of corruption in society on the other hands. A study [1, p. 79] suggests that 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 aid and academic integrity remain the subject of widespread attention but in a discrete manner. Extensive studies [2, v. 9, p. 1145-1161 & 3, v. 11, p. 261-74] show that although academic dishonesty has devastating effects on the reputation and integrity of higher institutions, it 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 [4, v. 47, p. 73-80].

The present study investigates the impact of endowment and scholarship on academic integrity and achievement motivation of students. Gone are those days when learning practices were engrossedly designed to attract the learners. More than basic needs were provided either by the relevant governments, charitable organizations, or the academic institutions to encourage the students.

A study has linked part of unbeatable academic achievements of the past scholars at a period when internet facility was not accessible, when instructional materials were scarce, and when limited technology apparatuses were the case to the reliefs derived from scholarship benefits and financial awards [5, v. 1, p. 89-125]. According to a research, financial assistance, particularly for needy students was found advantageous and positive on their academic accomplishment and perseverance. Scholarships are

granted in accordance with the various criteria, these criteria are strictly attached to the values and purposes of the founder cum donors of the grant [6, v. 2, p. 10475].

Academic integrity is the ethical policy of college circles which is an age-long practice in educational organizations. The term has been in existence for the past several decades. The nucleus of the existing integrity measure dated to early 1960s, when a multi-institutional study announces academic misconducts to be widespread in post-secondary institutions. 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 [7, v. 1, p. 5-10].

The concept of integrity at any academic setting includes values, such as avoidance of cheating or plagiarism, maintenance of academic standard; honesty and rigor in research and academic publishing [8, v. 5, p. 746-759]. 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.

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 [9, v. 64, p. 522-38; 10, p. 873-90; 11, v. 4, p. 226-49; 12, v. 24, p. 93-107; & 13, V. 21, p. 3-22].

Several investigations on academic integrity are an indication of prevalence of academic misconducts and absence of integrity in most 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.

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 will not be completely eradicated [14, v. 1, p. 28-39].

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 [15, v. 2, p. 261-288].

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 effectively [16, p. 19-31, & 17. v. 23, p. 23-39].

A study argues 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 [18, v. 3, p. 151-159 & 19, v. 21, p. 473-491]. Having enough time and energy to study can in turn facilitate students' academic integrity, assertiveness, and probably enhance their higher and strong motivational achievements.

Researchers proclaimed that the provision of students' financial aid is significantly beneficial to students in several ways; by suppressing financial obstacles and enhancing their academic retention. A scholarship relieves students from financial burdens and inspires them to avoid working or to reduce the working hours during their academic journey at the colleges, thereby liberating time to important academic and other relevant curricular activities [20, p. 16-31].

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 [21, v. 6, p. 653-681]. For example, researchers affirmed that distributions of capital and funds across functional groups imply a university's priorities and can accelerate substantial influence on student outcomes [22, v. 12, p. 19]. In a recent study by [23, v. 4, p. 668-688], 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 [24, v. 3, p. 344-363], students' postsecondary enrollment choices [25, v. 2, 123-151], academic performance of the students [18, v. 3, p. 151-159] and academic retention [26, v. 26, p. 209-232 & 27, v. 23, p. 45-55]. However, this study adds to literature as the first study to examine the impacts 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 (Al-Azhar University and Khazar University) as a control group.

The object and subject of research. The present experimental study examines the impact of endowment -which can be interpreted and equally decoded as scholarship- on academic integrity and achievement motivation of students of two selected universities namely, Al-Azhar and Khazar Universities. The innovation 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 student 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 kind to human being, in accordance with their circumstances [28, v. 2, p. 397]. 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. Because, when a particular student is financially endowed by an organization or institution, such a student will be categorized as a scholarship-based candidate. However, some theoretical explanations differentiated the concepts of endowment and scholarship, this will be discussed in the following paragraphs:

Scholarship as a practice of academic financial assistance. The researcher describes the concept of scholarship as an award of financial support for a student to further his or her education. Scholarships are granted in accordance with the various criteria, these criteria are strictly attached to the values and purposes of the founders and/or donors of the grant. Scholarship is an advantage, given that the scholarship money is not required to be repaid.

Obviously, *al-Waqf* which refers to endowment could also be explained through all the above-mentioned points when it is awarded for educational purpose. Apparently, financial aids; (*al-waqf*) differ prominently in the range of the amount in which the endower (*wāqif*) offer. In most cases, full coverage of tuition fees is rarely awarded to the lucky few. While some of the scholarships cover only the expenses of conference trips or academic-related expenses such as housing, food, and schoolbooks. As expected, a scholarship-based student works less or does not need to work at all to sustain or support himself, unlike other students studying without any endowment or scholarship.

Therefore, less financial stress can be explained as having more time energy to study and to carry out all academic related tasks. Having more and enough time and energy to study can in turn, facilitate academic integrity and enhance achievement motivation of students, most especially internationals.

However, education nowadays is seriously facing many impediments, in which lack of academic integrity can be considered as a major impediment. Given that, almost every student engages in academic dishonesty. Thus, it is an impediment for educational advancement. Education indeed is expected to serve as an intellectual enterprise facilities holistic improvement of human identities, it is so significant to think of integrity practice as to eradicate abnormalities in the realm of education.

Therefore, endowments are provided by their endowers to provide relief to the needy students and to eradicate common financial stress of students. By that, financially endowed students are expected to perform in an excellent manner, to compensate for the efforts of their endowers on one hand, and to justify their eligibility, entitlement, and worthiness of the endowment on the other hand. For these and some other untold hypotheses, the researcher decides to investigate how endowments (Al-Waqf) as scholarships impact and influence students' academic integrity and what extend the endowments reflect, translate, and enhance their motivation achievement.

Academic integrity is an age-long practice in the world of education that has been vigorously dealt with by scientists and researchers [29, v. 8, p. 217-32; 30, v. 30, p. 331-43; 31, v. 30, p. 331-43; 32, v. 70, p. 870-85 & 33, v. 43, p. 357-378]. Earlier studies on the concept projected an intensifying trend in academic misconduct among the university's students [34, v. 12, p. 418-20 & 35, p. 81]. There is an established corroboration of trend between the previous studies and most current studies pinpointing frequency of students' academic dishonesty at the higher rate in the universities [36, v. 4, p. 342-54].

Apparently, empirical evidence has shown that there is endless curiosity about academic integrity related issues [37, v. 24, p. 93-107]. This is comparatively subjectable to the constant reported cases concerning academic misconduct, fraud, and dishonesty worldwide. A study argues that failures of academic integrity at the higher institutions damage institutional credibility and brands. Universities are considered to have distinct standing in society cum globalization values [38, v. 34, p. 8-10].

Our era is based on the concept of a knowledge society, economically, educationally, and administratively. In this respect, universities take value from their

application of ethics based on the acquisition and development of knowledge in an ethical framework based on honesty, responsibility, transparency, objectivity and the protection of human rights.

According to the facts of the times, the production of knowledge and employment in society has become a civilization issue of concern to the institutions of honesty, the real success ally of sincerity. Consequently, academic integrity is a fundamental pillar of school, professional and community life [39, v. 9, 201].

Academic integrity means "intellectual honesty" academic integrity in the use, transfer, documentation and dissemination of information, research production and project management. One of the definitions of academic integrity is that it is the fruit of two undertakings: honesty and responsibility.

Several researchers prove that a person is not impartial unless he holds on to objective thought that is biased and neutral from following the whims associated with perverted personal interests [40, v. 35, p. 407-421]. It is worth mentioning that academic integrity is an ethical system for teachers, students and all employees of civil institutions that organize their lives and provide them with principles and moralities that control their behavior [41, v. 64, p. 522-38; 42, v. 32, p. 140-144 & 43, v. 51, p. 775-780].

There is no value to democratic life without moral standards that prevail in society and safeguard individual rights and protect the public interest. Hence, the culture of academic honesty should be disseminated in the educational environment available to combat corruption and to establish the balance of justice to ensure the rights of the people and to take care of their interests.

Under the section of academic integrity, as a study [44, v. 8, p. 231-42] affirmed that there are many issues, including confronting fraud in tests, stealing research, submitting study projects that are not produced by students, and circumventing laws. Anything that violates the rights of others and contributes to the provision of misinformation or dishonest projects is a blatant violation of academic integrity and a clear departure from the application of the values of Islam [45, v. 31 p. 20]. The loss of rights and the violation of integrity are a sign of the weakness of religion, the absence

of social control and the low level of education, which clearly indicates the prevalence of corruption, and the inability of the existing regime to achieve its goals.

Thus, this study discusses the importance of academic integrity, its foundations and means of dissemination in the academic environment and investigates the impact of endowment and/or scholarship as a practice of academic award or financial assistance and support for students to further their education and to enable them to perform excellently at the higher institutions.

Goals and objectives of dissertation. Obviously, literature has proven the long existence of academic integrity concept, of which a substantial number of studies have been conducted to establish the problematic nature of academic misconduct in higher institutions on the one hand and lack of academic integrity at various higher institutions on the other hand. The growing interest in issues related to integrity in academic setting is surely traceable to the frequency of reported cases on academic dishonesty, fraud, and misconduct world-wide. Which indeed lends the concept academic misconduct several scientific investigations from researchers [29, v. 8, p. 217-32; 30, v. 30, p. 331-43; 31, v. 30, p. 331-43; 32, v. 70, p. 870-85 & 33, v. 43, p. 357-378]. In addition, there are numerous rationales for the selection of this research area. Importantly, various researchers (46, v. 1, p. 7; 47, v. 34, p. 467-477; 48, v. 3, p. 291-306; 49, v. 4, p. 477-482; 50, p. 19 & 51, V. 5, p. 35-58] have pinpointed the increasing challenge of the deficiency of academic integrity, and prevalence of academic dishonesty and/or misconduct such as; cheating, fabrication and falsification of data, and plagiarism in higher education today, and the dreadful need for appropriate preparation of students.

According to a research, divergent opinions were found between the students and staff concerning misconduct practice motivators, where personal crisis was rated - by the staff- higher as an indicator of academic misconduct than students themselves [52, v. 3, p. 19-43]. Contrarily, time, unlikelihood to get caught, as well as issues related to academic difficulty were rated higher by the students.

A study affirmed that a less significant emphasis has been laid on what motivates students to pursue honesty in academic practices [53, v. 20, p. 159-172]. Though, a

researcher was an early supporter of constructive and positive approach that concentrates on the development of academic integrity [54, v. 3, p. 36-47].

In a meeting with some graduate students, several students discussed how the lack of adequate financial capability has affected them. For instance, a student confirmed how he had to add the names of people with zero participation in a research paper he singlehandedly conducted just because he could not afford the amount requested by the journal for the publication of the research work. In view of this, researchers have previously claimed that academic misconduct and dishonesty which violates scientific principles, study or examination rules and rottenly attracts undeserved titles and rewards [55, v. 435, p. 737-38].

However, there is presently inadequate information on possible strategies to recapture and/or sustain academic integrity and to eradicate or minimize misconduct at the higher institutions.

Consequently, based on the establishment of the literature on how academic scholarships and endowment have prudently contributed to the improvement and development of learning and learners, this study scrutinizes the impact of scholarship and endowment on sustainability of academic integrity and achievement motivation of the students at higher institutions. This study adds to the literature in line with the topic of this research.

Research methods. Generally, due to the problematic nature of academic misconducts at academic settings, academic integrity has been rigorously studied. Researchers have dealt with this concept from different perspectives depending on the aims and objectives of the studies. The main purposes of this study are as follows: to investigate the impact of endowment and scholarship on academic integrity and achievement motivation of the students of Al-Azhar and Khazar Universities.

Thus, the study intends to offer empirical facts about endowment and scholarship impact on academic integrity and achievement motivation of students. It will also determine staff, academic specifically and students' view about the role and contribution of scholarship to maintain academic honesty, trust, fairness, respect, and responsibility on one hand, and detaching from academic dishonesty behaviors,

distrust, unfairness, disrespect, and irresponsibility on the other hand. Outlined– by the international center for academic integrity- as five pillars of academic integrity to generate positive discussions about academic integrity.

Also, to evaluate the rate at which those behaviors are practiced during and throughout their academic periods. In addition, this study aspires to identify differences in the perceptions of academic integrity across various demographic variables of the targeted population. Finally, the present research shall identify and suggest the best institutional strategies to enhance achievement motivation and academic integrity of the students in the higher institution through the awarded endowment and scholarships.

Accordingly, to be able to answer a threefold research question of this study, which have been outlined under the relevant segment, the following sole hypothesis was generated:

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.

Exclusively, the present study focuses on answering the following research questions:

1. How do scholarship and endowment statuses affect students' perceptions towards academic dishonesty?
2. Do scholarships and endowments impact the academic integrity of Al-Azhar and Khazar Universities students?
3. What are the causative factors of academic dishonesty at the selected universities?

Main 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 dishonestly, 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' misconducts as they know students who engage in various dishonesties at the time when the 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.

Scientific novelty of the research. Several studies have dealt with all the variables of this study, such as academic integrity, endowment, scholarship, and achievement motivation separately [56, v. 9, p. 107-122]. Evidently, this research is the first study to examine endowment and scholarship impact on academic integrity. Thus, the purpose of this study intensifies what has been missing in the literature within the concepts. Remarkably, students at the higher institution rarely display an enthusiastic understanding of right and wrong concerning academic integrity. 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 [57, v. 15, p. 1-3].

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. This study proved that most lecturers, parents, and administrators are perfectly aware of students' misconducts as they know

students who engage in various dishonesties at the time when the honesty is inconvenient or difficult for them [57, v. 15, p. 1-3].

Apparently, this makes the installation of academic integrity hard and creates more difficulty to the problem-solving approach. 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.

It is also significantly important to highlight the combination of specific variables that form the title of the study as another uniqueness and significance of this study. Aside from the above-mentioned points, literature has confirmed that there has not been any study conducted on academic integrity from the above stipulated perspective.

The theoretical and practical significance of the research. 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 both Al-Azhar and Khazar Universities as the selected control group. Also, there is limited Azerbaijani and Egyptian research [58, v. 25, p. 109-124] 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 [59, p. 859].

Thus, the appropriate methodology was adopted, the participants' perceptions towards academic integrity were measured, also the scholarship and endowment impact on academic integrity were effectively investigated, while the possible strategies to cultivate and sustain academic integrity at the universities were prudently recommended.

Apparently, 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 [60, p. 63-72]. Irrevocably, selection of the two universities situated at the above-mentioned countries can be glimpsed as another significance.

It was 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. Astonishingly, the two countries (Azerbaijan and Egypt) were specifically mentioned in this regard by academician [59, p. 859] and researcher [61, v. 1, p. 232-237].

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.

This 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 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.

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.

Name of the organization where the dissertation work is carried out.
Graduate School of Science, Arts and Technology Khazar University.

The dissertation's structure and total volume. 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.

CHAPTER I. REVIEW OF THE LITERATURE

1.1. Overview of the chapter, definition, academic integrity and cheating

This chapter 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.

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.

Dynamic definitions of academic integrity. In relation to the grammatical approach of academic integrity, researchers Bruce, Jingjing and Annie have provided extensive definitions for the concept [62, v. 1, p. 10]. The following paragraphs display some key aspects of the definitions. The problematic nature of academic integrity makes it wide open to various grammatical interpretations. They focused in reviewing literature of academic integrity on key elements such as behavior, conduct and values academics at any related aspects [62, v. 1, p. 10]. While addressing issues pertaining to 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. Ethic education is another extended dimension that covers various professions such as, medicine, law, business, and other areas including education. Customarily, most universities nowadays provide training and professional programs to strengthen the professionals' behaviors and prepare them with good conduct for the labor markets. However, what concerns this study are the values,

conducts and behaviors of the students in the educational environment. The scope of the definition shall be limited within the student-institution context.

Honesty is frequently used interchangeably with “integrity”. Tracing the concept back to other languages makes honesty a suitable synonym for the integrity. For instance, [63, v. 4, p. 75-78 & 64, v. 10, p. 79-81] 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 “istiqamah” 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.

As proclaimed in old research [65, v. 392, p. 113], integrity is strongly associated with the virtues that make a great personality in moral philosophy. In establishing ethical values and virtues to academic integrity, lots of scientists and writers, example of [66, v. 3, p. 245-52 & 40, v. 35, p. 407-421] 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 pride 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 [67, v. 1, p. 69-90].

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. 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 [44, v. 8, p. 231-42]. For example, an individual is not expected to violate other people's integrity either by invading their privacy or personal property. Therefore, the meaning of integrity can be extended to the notion and importance of respecting the fundamental values of every individual and an exhibition of human etiquette [62, v. 1, p. 10].

Researchers proved this particular interpretation that was found in the declaration of human rights accepted by multinational bodies and championed by the European Union. This indicates that integrity is not limited to the sustenance of respect for humanity but covers all aspects of human life [44, v. 8, p. 231-42].

Academic integrity. Basically, several research have examined academic integrity from different dimensions, depending on the aim, goal, and objective of the researchers. A study [65, v. 392, p. 113] illustrated that several ideas are linked to how academic integrity came to be in its current state. There is ongoing curiosity in issues related to students' academic integrity, higher institutions.

This can be traced back to the numerous reports and cases about academic misconduct world-wide. Which is obviously attributed to the rapid growth of higher education and serious massification of the universities systems [91, p. 5]. Colleges and universities are crucial elements in society and play a substantial role in liberating civilization. Thus, failure to sustain academic integrity at higher institutions can jeopardize institutional systems, brands, and credibility [38, v. 34, p. 8-10]. Measuring the problematic nature of academic integrity, the concept is open to various interpretations.

Meanwhile, this study focuses on the behaviors, values, and moralities of the students in all facets of their routine. A study considers academic integrity as a term which is broadly regarded as a surrogate for students' conducts, conspicuously in relation to cheating, falsification or fabrication of data and plagiarism [63, v. 4, p. 75-78]. The literature on academic integrity is overshadowed by dailies about honor codes and ethics education in different academic professions [64, v. 10, p. 79-81]. Reviewing the definitions, as stipulated by [67, v. 1, p. 69-90].

The study illustrates academic integrity and interprets the concept as an umbrella term in the following three dimensions. Firstly, teaching, secondly, research and lastly services. Apparently, the significant roles and impacts of endowment aids [69, p. 191 & 70, p. 3-9] and academic scholarships [71, p. 6-12; 72, v. 3. p. 576-610; 73, v. 4, p. 133-156 & 74, v. 4, p. 20] on the college and university students' retention and engagement cannot be disputed. Therefore, this study adds to the literature by investigating the roles and impacts of endowment supports and academic scholarships on academic integrity of the university students.

Historical evolution has projected that during the late 18th century, academic integrity tightly correlated to the Chinese and Northern America honor code (Browne, 2010). This was scrutinized majorly by the students and surrounding culture of the time. The southern honor code focused on duty, pride, power, and self-esteem [39, v. 9, p. 201, 40, v. 35, p. 407-421 & 66, v. 3, p. 245-52].

A short expression at the rationale for the establishment of the Centre for Academic Integrity (CAI) bargains deeper illustrations about the degree of academic fraudulence and dishonesty in the colleges and the universities [67, v. 1, p. 69-90]. The organization known as Centre for Academic Integrity (CAI) came into existence in 1992. The Centre is currently associated with the Rutland Institute of Ethics at Clemson University, America. The chief ambition of the Centre as specified in a study, [65, v. 392, p. 113] is majorly to pinpoint, confirm, and stimulate standards of academic integrity amongst students.

A series of antecedents (in academic fraudulence and dishonesty practices) resulted and gave rise to its formation. Accordingly, the nucleus of the existing academic integrity measure is dated to the early 1960s, when a multi-institutional study announces academic dishonesty to be widespread in post-secondary institutions.

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, cheating, fabrication or falsification of data and plagiarism is mostly regarded as an appropriate channel to promote academic integrity [75, v. 6,

p. 77-92]. However, in the absence of integrity, when the focus of the students is on negative behaviors, dialogues about integrity are centered on doubt rather than trust, growth, and respect.

Sustainability of academic integrity at higher institutions. According to surveys of student academic misconduct in 1990s as presented by Wilson that students in general don't think cheating has a big pact, however professors and general population of academic staff are doing little to control the situation [76, v. 8, p. A18]. In retort to this encounter, several institutions embraced previous codes of conduct, premeditated to plea to the sense of ethics of students and to underscore such values as accountability, social responsibility, and truth [77, v. 64, p. 22].

This crusade has been underlined as a desire to foster a 'culture of integrity' which was described by [78, v. 1, p. 37-42], meant to reduce academic misconduct among students but also to foreground the worth of living in a municipal of trust. Meanwhile, uptake of the notion which has to do with code of conducts was principally slow; as at 1994 just about twenty-five (25%) percent of the universities and colleges in North America had hosted them [79, v. 2, p. 92-101].

Afterward, college in the United States of America were reprimanded to take a more hands-on stance towards eradicating misconducts among students, and to stress on the importance of academic integrity through its definition [76, v. 8, p. a18]. Duke University, which was located at North California played a significant role by establishing the Centre for Academic Integrity (CAI), a center that was regarded as instrumental in accomplishing this desire.

This Center Syndicates over 200 higher educational institutions in North America, indorses any tactic that emphasizes the vital five values of academic integrity such as, honesty, trust, fairness, respect, and responsibility [80, p. 11]. Literally, the Centre for Academic Integrity (CAI) is based on educating students on what academic integrity is and its importance (through the identification of behaviors and values to be adopted instead of pinpointing behaviors which are meant to be forbidden) and persuading students to sign an undertaken to sustain academic integrity by avoiding plagiarism, cheating and other forms of academic misconducts. Despite the unification

of the spirit of codes of conduct, techniques differ from system to system. In certain universities, Duke University for instance [81, v. 4, p. 6-8] as well as Vanderbilt University [78, v. 1, p. 37-42], their students partake in civic ‘authorization ceremonies’ to demonstrate their personal obligation towards indorsement of institutional codes of conducts.

Moreover, University of Maryland students are expected to sign and write a code of conduct pledge on every task such as assignment and exam [82, v. 3, p. 8]. it is relevantly important to clarify the fact that wherever signing of an honor code remains the rule, such an institution must have a clear description of codes of conducts and should be distributed or accessible for all students and the academic staff of such an institution are vividly projected to hold regular discussions with their students to establish ‘institutional guidelines of engagement’ which will keep them away from misapprehensions [81, v. 4, 6-8].

These efforts will make students aware that prioritizing academic integrity is a major role that requires contribution of each student [78, v. 1, p. 37-42]. Prevalent experience of North American similarly demonstrates that codes of conducts schemes work best when targeted population (students) are enthusiastically involved in the course and actively participate in the process, if not in point of fact shoulder its proprietorship [83, v. 1, p. 4-6]. Partial codes of conducts structures are wholly student fared, and codes that require students to sketch occurrences of cheating or academic misconducts rarely work efficiently [84, v. 33, p. 260-273].

A study contends that participations of students in campus investigation or jurisdictional bodies that assess infractions of codes of conducts, also to involve students as active committees and task forces charged to educate their fellow colleagues regarding the fundamental and ambitions of codes of conducts, which will pave them a way to play striking role in implementation and development of the process [78, v. 1, p. 37-42].

Despites that manifold factors such as students’ attitudes and genders, their personal characteristics cum activities were found to influence students’ responses concerning academic integrity [85, v. 1, p. 43-54] fact that integrity can or cannot be

taught remains ongoing debatable issue [81, v. 4, p. 6-8]. Even so, empirical evidence suggests that students at educational organizations where codes of conducts exist regard academic integrity related issues and treat academic dishonesty in dissimilar manners compared to the institutions without codes of conducts [86, v. 5, p. 294-305]. Academic misconducts are higher, however levels of reported cases of cheating are lower in institutions with codes of conducts [87, v. 2, p. 125-129].

Given that the studies and publications in the field of academic integrity are extensively dispersed within a collection of educational journals somewhat than being grouped using professional channels. This is because the concept does not depict a fully-grown sub-area of enquiry, likewise feedback and assessment [62, v. 1, p. 10]. Consequently, *Assessment and Evaluation in Higher Education* is noted as one of relatively well-formed and specialist journals which was established in 1975 and attained volume thirty-six in the year 2011.

The scenarios are contrary in the area of academic integrity, where the literature is less established because the *Journal of Academic Ethics* is known as one of the few outlets and was just established in 2003. Profoundly, the division of higher education research into teaching, learning and policy areas is noteworthy [75, v. 6, p. 77-92]. This contributes to the scarcity and difficulty of locating academic integrity in terms of availability in teaching and learning relevant research (the university codes of ethics and conducts, and applicability when it comes to policy of research (research ethical issues designed by educational governance and management)).

Academicians have equally played considerable roles on research in academic integrity. This can be drawn from several cognate fields but not limited to ethical psychology, management, and education. Consequently, constitutional ethical concerns of the ethics of service, the ethics of research and the ethics of teaching are rigorously connected to the literature of academic integrity.

Interestingly, researchers have shown a great concern on how and why a large amount of literature on academic integrity tends to concentrate on negativity such as ‘dishonesty’, ‘bad practice’, ‘corrupt’ or ‘misconduct. In academic settings, several authors [88, v. 4, p. 461-93; 89, v. 6, p. 129-152 & 90, v. 4, p. 407-15] cite instances

of unethical and immoral actions towards the practice of teaching and learning, the perceptions of students and staff were compared by the faculty evaluators and the examples of dilemmas diluted with illustration of unethical behavior were accurately offered. Several researchers and academicians have discussed frustrations attached to how academic integrity breach has been entrenched in academic culture [91, p. 1, & 92, p. 11].

In fact, due to unwanted relationships between some students and teachers at higher institutions, many researchers [93, v. 28, p. 184-89; 94, v. 30, p. 41-48 & 95, v. 9, p. 79-107] have reported existence of ‘teaching and sextual’ as another chronological aspect of academic misconduct. Misconducts include falsification and fabrication of results and/or plagiarism together with other unethical behaviors performed by academic researchers [96, v. 3, p. 19-31 & 97, v. 2, p. 61-76] have attracted the interest of the literature during the illustration and investigation of an acknowledged absence of academic integrity at academic settings as highlighted by some researchers [98, v. 4, p. 209-38 & 99, v. 4, p. 385-90]. The literature has highlighted the lack and absence of academic integrity as the vending copies of textbooks (known as handouts, or desk copies) spontaneously provided to the university lecturers which are subsequently traded to their students [96, v. 3, p. 19-31 & 97, v. 2, p. 61-76], also injustice in departmental assessment and evaluation of the system [100, v. 3, p. 310-30 & 101, v. 16, p. 287-300], and frequency of the cover-ups of academic dishonesty [102, v. 18, p. 335-41].

Remarkably, few researchers proved that the literature focusing on services practically includes a concentration on a more constructive agenda associated with pinpointing sets of accountabilities and approaches for the promotion of values and ethical practices at academic environments [103, v. 4, p. 10-17]. Accordingly, several elements of ethical theory have been applied while seeking the identification of moral principles which are naturally expected of any institutional organization in conjunction with their professional actions (104. v. 3, p. 27-54].

However, the unending competitiveness of the labor market together with notion of winning at all prices has a lot of contribution to ethical and scandal issues such as

fabrication of documents, falsifying trading credentials, and irresistible misconducts and dishonesty practices at academic environment. Critically, the lack of academic integrity, which on the other hand could be translated as academic dishonesty has conquered almost every educational organization as the majority of students feel that it is lawful for them to cheat because every other students do the same and this is exactly what [105, v. 4, p. 342-54] described as the ‘concept of neutralization’ which is misunderstanding or misinterpretation of the famous adage ‘two wrongs make a right’ as it was symbolized by [106, v. 1, p. 72].

This makes academic dishonesty a common phenomenon and justifies the reason why both old and recent literature is filled unimaginable cases and scenarios from various perspectives [107, v. 17, p. 512-522; 108, v. 12, p. 418-20; 109, v. 4, p. 212-228 & 84, v. 33, p. 260-273], the wealth breadth of empirical researches of the past few decades [110, v. 13, p. 49-60; 111, v. 4, p. 17-23; 112, v. 11, p. 219-232; 113, v. 1, p. 1-11 & 114, v. 4, p. 37-42] emphasize the gravity of academic dishonesty which undermines academic qualities at virtually every educational context.

For an adequate understanding of academic integrity, some factors (individual, situational, and environmental) are identified by numerous academicians [115, v. 6, p. 17-32; 88, v. 4, p. 461-93; 116, v. 29, p. 21-23; 117, v. 3, p. 11-29; 118, v. 4, p. 366-71; 119, v. 78, p. 141-51; 120, v. 2, p. 188-210; 121, v. 15, p. 559-69; 122, v. 4, p. 393-422; 124, v. 4, p. 89-100; 124, v. 1, p. 235-51; 125, v. 32, p. 279-95; 97, v. 2, p. 61-76]. Furthermore, a strong concern has been shown in exploratory power of existing differences in cultures and norms of behavior attributed to the organizational culture of higher institutions [126, v. 3, p. 1-11] as well as nation and societal cultures and norms [127, v. 6, p. 181-95].

Accordingly, exploring norms and cultural differences is applicable to the understanding of teaching predicaments (such as acceptance of the gifts/souvenirs), plagiarism and research ethics. A wide range of national contexts has been rigorously researched in relevant studies. The institutional and cultural role together with methodical descriptions for academic immoralities in several literature, but not

exclusively in Azerbaijani and Egyptian literature [128, p. 25-34; 129, v. 25, p. 109-124].

Codes of conduct. It is relevantly important to take the codes of conduct into higher level of consideration. Codes of conduct for higher educational faculties and institutions are incredibly offering a spotlight for several articles which are correlated to the context policy. In a report distributed by the North American on the misconduct of academic professors in issues related to graduate education where additional formal guidelines was called for [130, p. 17-23]. In the developed world, lots of publicly founded academic higher institutions have what is known as ‘research ethics approval mechanism’ as a greater way to protect the reputation of the universities and safeguard them against prospective litigation.

Thus, the institutional guidelines on ethics in every educational department usually encompasses certain personal aspect like students’ professors’ relationships and policies attributed to the acceptance of gifts and other traits of which plagiarism is being stressed. This is basically because the focus is judiciously based on research more accurately than the teaching and the service role [131, v. 9, p. 7-8].

Empirically, studies [9, v. 64, p. 522-38 & 80, p. 11] have shown effectiveness of codes of conducts in reducing academic misconducts in educational settings. It has been confirmed in studies straddling close to four decades that students at schools that implement codes of conducts have shown less involvement in academic misconduct, these set of students were less predisposed to justify or rationalize academic dishonesty, they were found to talk about, and admit to the importance of academic integrity and to believe how a cultured environment can contribute to the reduction of academic misconducts [112, v. 11, p. 219-232].

Therefore, a study highlights the upsurge in the number of academic institutions which espouse the doctrines of code of conduct to prevent and fight against students’ academic dishonesty [132, p. 16]. Codes of conduct are regarded as a deterrent towards dishonesty in academic settings which necessitate active role on students in rule enactment. researchers project that an honor pledge, a required policy for students reporting cases related to violation of institutional code of conducts, unprotected

examinations, and the availability of judiciary panel that governs the issues pertaining to allegations that jeopardize the codes of conducts are prudently linked to a traditional honor code school [133, v. 39, p. 235-274].

It is however important to emphasize that the persistence academic misconduct in institutions with code of conducts propose that the needed is not mere the existence of codes of conducts that facilitates a philosophy of academic integrity in academic environment. The way the codes of conduct were introduced, conveyed to students, and the pattern of reinforcement play significant roles in its steadfastness, effectiveness, and firmness [132, p. 61].

Consequently, studies have discussed less benefits of codes of conduct [134, p. 67-77 & 93, v. 28, p. 184-89). Also, another study declared that the school with rapid occurrences of academic misconducts such as cheating, plagiarism, falsification of data found to have long-term code of conducts. Surprisingly, a lower rate of involvement in cheating activities was reported in the case of institutions that did not adopt any code of conduct. Furthermore, a study concedes that incidence of academic dishonesty is not strictly correlated with the absence of codes of conduct (McCabe et al., 1999). It may also be available at the higher range where codes of conduct are being adopted [134, p. 67-77].

In addition, researchers claimed that almost half of the students who attend an institution that adopts codes of conduct reported violating the rule by engaging in academic misconduct. In fact, some of the students admitted to repeatedly being involved in academic dishonesty in various manners [133, v. 39, p. 235-274]. Administering these realities, realizing the fact that highly revealed academic misconduct scandals take place at institutions where long-term codes of conduct exist. These reported cases of academic scandals in such institutions make the efficiency of conventional implementation of code of conduct questionable [135, v. 5, p. 1-143]. Furthermore, it is pronounced that it demonstrates the prospective deficiencies of codes of conduct in any academic environment that portrays a genuine ethos of integrity [132, p. 16]. Cases related to academic conduct at the schools where a strong code of conduct

tradition was adopted underpin the inference that mere code of conduct is not efficient to promote an environment with academic integrity.

Profoundly, here are some of the relevant examples from certain Universities with honor code and the outcomes. The University of Virginia was known for its solid codes of conducts with nil-forgiveness for cheating divulged a case of misconduct outrage where a number of one hundred and fifty-eight students were caught with an act of plagiarism on papers submitted for an introductory physics subject in the year 2001 [136, p. 3; 137, p. 10; 138, p. 7].

Consequently, the University of Virginia experienced another face of challenge as its students at graduate-stage program were caught answer key obtained online while attempting their assignments in economics [139, p. 4]. Correspondingly, Air Force Academy in the United States of America was tackled with another scandal of its thirty-one students who found cheating in 2007 on a multiple-choice examination [140, p. 2] with another seventy-eight trainees were recently alleged of parallel act of misconducts on a calculus-related course [141, p. 8-11].

These scenarios and related stories from the previous studies highpoint the faces that could probably face any administrator that enforce code of conducts on a university campus in mere creation of a context while academic integrity is undeniably an underlying value of the apprentice body.

Importantly, the following paragraphs explore institutional management and ethical issues. Starting from the plagiarism perspective which has been seriously facilitated by the internet. According to some researchers [142, p. 4-7 & 143, p. 10-12; 144, v. 10, p. 5-9], it is regarded as a frustrating and pervasive delinquent conduct that seems to be progressively increased in recent years.

Unsurprisingly, hence, an extensive number of studies have been carried out to explore the factors that prompt and lead to this kind of conduct [145, v. 138, p. 110-116; 146, v. 19, p. 16-20; 147, v. 72, p. 293-306 & 148, v. 75, p. 381-394]. Even though study on the intricate interplay of individual and situational variables correlated to student cheating is vital [148, v. 75, p. 381-394], unexpectedly insignificant

consideration has been taken with regards to publication and academic investigations on plagiarism related issues.

Furthermore, copious of studies done concerning the concept are based on speculative and anecdotal gesticulation and they are restricted to interaction and dialog on universal principles of ethical study and policies of deterring such misconducts [149, v. 42, p. 96-104; 150, v. 34, p. 586-591; 151, v. 3, p. 353-359 & 152, v. 25, p. 417-436]. Apparently, there has been so far little empirical study on or predictors of plagiarism related issues in social science context.

Evidently, it is foreseeable for scholars to plagiarize and present certain proportions of another researcher's efforts as their personal work [153, v. 9, p. 715-725 & 154, v. 49, p. 92-107]. Relevantly, several studies argue that the growing heaviness of disposition to publish in high impact top journals and increasing eager for academic publication in general trigger plagiarism among academic scholars [155, p. 147-160; 149, v. 42, p. 96-104 152, v. 25, p. 417-436].

Additionally, demand for complex academic investigation from top social science journals, competition, and accessibility of count software for citation mounting publish or perish norm and impact factor, have further aggravated the burden of publication [153, v. 9, p. 715-725 & 156, v. 12a, 113-150].

Nevertheless, despite the prevailing mechanisms such as Ithenticate, Turnitin, and other plagiarism protection software designed to monitor academic research are hardly applied in the areas of social science, addressing larger enticements for, and possibly a sophisticated probability of getting rid of unethical conduct. Outwardly, concerns of many researchers [157, v. 2, p. 137-162; 158, v. 56, p. 473-4929, v. 64, p. 522-38; 57, v. 15, p. 1-3; 80, p. 11 & 159, v. 43, p. 374-385] have been to explore the issues of academic plagiarism as a way to promote academic integrity, reasons for its occurrence, and a strategic approach to prevent it.

Empirical standpoint suggests that discussing questions affecting academic plagiarism may help influence researchers towards extra moral behavior [160, v. 32, p. 35-39], aid in training of morally responsible scholars, and importantly elevate mindfulness about its problematic nature [159, v. 43, p. 374-385].

Students' interpersonal/intrapersonal attitude on academic integrity.

Seemingly, requiring students to report to their peers during their engagement in any form of academic misconduct remains one of the major crises to the effectiveness and implementation of a traditional code of conduct at many academic institutions. In a study, it was acknowledged that the most contentious part of code of conducts was found to be peer-reporting requirements [112, v. 11, p. 219-232].

The researcher posits that worries about the peer-requirement impacts several schools' decisions and propels them to avoidance of code of conducts in their schools. Urging students to report peers committing an academic crime is manifestly instituted. According to Bowman, codes of conduct have never been relatively prosperous in imploring fellow students how honorably and commendably it is to turn in any student at any point of time where infraction of academic integrity occurs.

It is accurately believed that these faces can be escalating, simply because students of nowadays tend to reluctantly go along with the peer-reporting prerequisites, even at the schools where a solid ecosystem of academic integrity is manifested [132, p. 179]. Scanty of peer reporting may be attributed to unwillingness of students to take chock-full responsibility in creating and sustaining a misconduct-free community that advocates trust.

As many students rely on the administration and faculty constituted patterns for the identification of cheating and academic misconduct occurrences [132, p. 106]. In fact, some students proclaim that to be a reporter is tougher than being a cheater, this feeling causes them to sidestep peer-reporting as much as possible [57, v. 15, p. 1-3].

Researchers have exclusively expounded how students tend to evade the responsibility pertaining to peer-reporting. For instance, in a study where sixty-one (61% of n=776) percent of students confessed that they had spotted another fellow student cheating, only one (1%) percent of this population reported the case as a way to implement the requirement of the school as cited in the codes of conducts [84, v. 33, p. 260-273]. Similarly, the findings of another study proved that only seven (7%) percent of the whole population of a school where a strong code of honor was the case

declared that they had previously reported a student for embarking on academic misconduct [132, P. 106].

Surprisingly, a fraction of students on the other hand regarded peer-reporting itself as an infraction of codes of honor. Theoretically, students seem to be more eager to admit peer-reporting requirement. It was revealed in a study that fifty-six (56%) percent of the students at academic institutions that made peer-reporting as a standard were likely to notify university officials or instructors about infraction of academic integrity [134, p. 67-77].

Contrarily, students were found unwilling to make a report during or after the unpleasant incident of academic misconduct had really occurred.

Furthermore, studies have revealed other factors that necessitate the avoidance of peer-reporting among students, such as anxiety of social repercussion, retribution, and ostracism. Consequently, students' apprehensions can sometimes be more compassionate in nature, many students regard the consequences faced by the reported students as what triggers their guilty conscience, especially when such a peer-reporting leads to expulsion of the victims from the university [161, v. 9, p. 47-53 & 162, v. 35, p. 38-64]. Accordingly, they doubt the rationality of peer-reporting, question their peculiar observations, and then recurrently justify their nature of avoidance to peer-reporting [132, p. 106].

Researchers have revealed that fear of being regarded as a snitch or treacherous among the students is not the sole reason why students are not willing to embrace peer-reporting [163, v. 4, p. 1137-1152]. The study accentuates on Southeast public university where anonymous hotlines were introduced for the purpose of informing the university authority about the engagement of suspected students on academic misconducts did not influence the increment in number of reported cases of infractions. This adds value to Miethé and Rothschild's study where they prove that many students argue that reporting students who engage in academic misconduct may eventually tarnish the image of institution in totality [164, v. 64, p. 322-347]. Remarkably, a study has detected another factual sensation that, maintenance of cordial friendship among students sometimes forces them to trivialize and overlook the peer-reporting

encouragement from their schools and refuse to uphold the integrity of academy [165, v. 50, p. 293-313].

Emerging academic integrity literature in Azerbaijan and Egypt.

While substantial amount of the literature seems to be found in western journal, there is a growing interest in sustaining academic integrity and exploring institutional ethics in every region of the globe where higher educational teaching and learning systems have grown rapidly, example of Azerbaijan and Egypt [128, p. 25-34 & 58, v. 25, p. 109-124].

In Azerbaijan, studies on academic integrity and its negative components are so scanty. Researchers have not dealt with this area of study, there are little or no tangible studies on this problematic concept. In the past few years, its problematic nature has been observed by the Higher Attestation Commission of Azerbaijan, whereof adequate measures were put in place to fight against academic dishonesty in Azerbaijan.

A product known as ASAP (Archiving Solution for Academic Papers) was introduced to mechanize the antiplagiarism process. In the former Soviet Union, it was noted that Azerbaijan was the nation where this credible ideology is being implemented. Interestingly, the efforts to eradicate academic dishonesty, plagiarism in particular was largely embraced by many Azerbaijani universities among which Khazar University was mentioned [166, p. 1]. Similarly, [167, v. 5, P. 11] prove that the gravity of academic dishonesty predicament is partially due to inelegant awareness and deficient cooperation among different stakeholders to nurture the concept of integrity at Egyptian higher institutions.

In Egyptian culture, the advantages attained from social connections are described as ‘manfaeat aijtimaeia’ and this plays a significant role in academic life, sometimes leading to accusation of academic cronyism. Factually, ‘manfaeat aijtimaeia’ refers to building social connections but it is systematically the hopes for complementation of favors leveraged through the network of contacts which is perceived as a antisocial, especially in the context of the western culture, where personal merit supersedes social connection as the important criterion for admission, promotion, employment or any academic attainments.

Thus, low academic salary in Azerbaijan and Egypt (and wherever that is the case of the higher education system) indicates that, the common practice among these categories of academicians is to scout for other possible alternatives to generate additional revenue. In most cases, this jeopardizes the integrity of the higher institutions and has been registered as one of the causes for academic dishonesty at educational settings in empirical research [168, v. 13, p. 1-3]. It is noteworthy to stress more on the effects of low salary income of the lecturers and link it to the probable reactions of students experiencing any form of financial hardships at the higher educational settings.

Therefore, observing the rapidly increasing cost cum standard of living and the minimal income levels of the lecturers normalizes sort of external activities, such as extra working efforts to earn more income and of course, such a practice might in a critical context be considered as inappropriate action by fulltime instructors at the higher institutions.

While academic integrity has been discussed and at the same time academic dishonesty is considered a terrifying obstacle towards academic development in se, such a practice might in a critical context considered as inappropriate action by fulltime instructors at the higher institutions. Azerbaijan and Egypt contexts. It is a current focus of the educational plan of the two selected universities namely, Al-Azhar University and Khazar University. Tahmazov projected possible measures of establishing academic integrity and appropriate approaches to eradicate misconducts such as plagiarism, cheating, fabrication and/or falsification of data in academic settings [166, p. 1]. The measures and approaches are included but not limited to stepping up efforts to ensure building educational norms and integrity via the development of regulations and standards associated with academic and research, availability of special agency, regular issuance of policy documentations through the organization of forums, conferences, seminars, or symposiums for the promotion of international collaboration as suggested in another study [168, v. 13, p. 1-3].

Forms and projected reasons for violation of academic integrity. There are many pictures of violations of academic integrity from non-compliance with the dates

of the lecture and non-preparation to the absence of frequent and exceeded the regulations and cover up behavior contrary to the laws and not reporting on the transgressors [169, v. 3, p. 17-25]. Several researchers [107, v. 17, p. 512-522; 146, v. 19, p. 16-20; 109, v. 4, p. 212-228; 170, v. 55, p. 124-25; & 171, v. 5, p. 129-42] pointed out certain forms of violation of academic integrity and stressed that the forms of behavior that are contrary to the standards and principles of academic integrity, and some, but not limited to enumeration of the following acts and actions:

1. Fraud: the transfer of the work of others and the unauthorized use of any notes, information and materials in academic examinations or other assignments assigned to students.

2. Intellectual plagiarism: quoting statements and actions of others, unauthorized use of intellectual and literary codes or any information in any academic test, without reference to them as reference.

3. Misuse of academic assistance: the exploitation of a student for the work of a colleague who provides him with academic assistance in good faith, such as transferring from a special report developed by this colleague or from an old test without informing him.

4. Falsification and Fabrication: the student changes the information available to him or fabricates it in an academic test / duty or gives a false medical certificate in order to be absent from attendance.

5. Impersonation of the other: the student's claim to be someone else in class, in a test or exam, or in any kind of academic duties. In this case, the impersonated student can be punished with the personality and crimes committed by another student.

6. Multiple delivery of the same work: submission of research or work related to a course that is identical to obtaining grades in more than one course without the prior permission of the lecturer.

7. Getting unworthy advantage as illustrated in the excerpt below:

-Access to the examination materials before the deadline set by the lecturer.

-Theft, destruction, or destruction of materials from the library or research materials resulting in the denial of use by others.

- Cooperation without authorization to perform an academic assignment or duty.
- The retention, possession or circulation of test materials previously held without the permission of the lecturer.
- Disable or interfere with the academic work of another student.
- Participate in any activity for the purpose of unlawfully taking advantage of another student on the same course.

A study illustrates the importance of understanding causes of academic misconduct to enable tackling and detecting cheating behaviour in academic environment [172, v. 12, p. 1-4]. Another study links lack of academic integrity and increment of cases of academic misconducts and plagiarism importantly to limited awareness of what intellectual property rights and copyright address [173, v. 7, p. 19-25]. The projected reasons for violation of academic integrity included but not limited to the following:

- *Teacher weakness
- *Negative culture
- *Commercial Libraries
- *Downwards values
- *Traditional results
- *Internet temptations

Bribing the university staff or any employee to change grades, or to gain an unfair advantage over other students (American University of Beirut, 2003).

Therefore, human rights education is an opportunity to spread the meaning of integrity and fight corruption (Global Corruption Report for Education, 2013). Several Western and Arab universities have established academic integrity centers to improve quality and to ensure a clean educational process involving students, academics, and administrators, but the emphasis is on academics in this equation because academic integrity depends directly on them because they are responsible for the process of teaching and developing examinations, correction, evaluation and so on. The six key values related to academic integrity have been identified for the academic body: integrity, trust, justice, responsibility, respect, and courage.

The prevalence of fraud phenomenon. Satterlee confirmed that the frequency of fraud in the classroom - at all levels of education and training has grown rapidly and is rapidly increasing worldwide [174, v. 81, p. 1071-1076]. There are various forms of cheating inside and outside classrooms that take several forms: through collaboration with peers or using technical means illegally [38, v. 34, p. 8-10].

Clearly, the negative use of the internet has created an imbalance in the university environment, as access to the World Wide Web is made available to all. It is easy to manipulate information, steal paragraphs and solve university duties by taking the products of others without reference to what is done in the field of quotations [68, p. 5]. Opportunities for fraud have multiplied and access to information has become more diverse and easier than it was several years ago.

There is a range of cultural factors associated with the institution as its actual performance also contributes to the lack of academic integrity in the classroom where the educational institution does not have the function assigned to it. In several studies, researchers [29, v. 8, p. 217-32; 30, v. 21, p. 3-22; 31; 32, v. 70, p. 870-85; 11, v. 4, p. 226-49; 33, v. 43, p. 357-378]. tried to answer the question: Why are students cheating? Some studies suggest that there are a variety of reasons for this action [175, v. 20, p. 47-64].

Among the reasons cited are fear of failure, desire for a better degree, pressure from others to succeed in school, and low level of efficiency and competition [30, v. 30, p. 331-43 & 133, v. 39, p. 235-274]. In this context, global field research has confirmed the role of teachers in making important changes that reduce the lack of academic integrity through changing teaching methods, philosophy of tests, objectives, and forms, all of which require the teacher's vigilance, So. Teachers must learn the methods of cheating and their innovative methods to reduce the opportunities that lead to it [45, v. 31 p. 20].

Considering the above stipulated ideas, academic honesty is an ethical standard that cannot be ignored and must be checked for the success of any institution. The University of Michigan points out that the academic honesty is the basis for the success

of university life and based on previous data, the fight against corruption is an indispensable development necessity to protect integrity in all its forms and levels.

It is decided in the assets of educational philosophy that there is no value for university life, its curriculum, constitution, and application in the absence of academic integrity [75, v. 6, p. 77-92]. To submit to the voice of reason, common sense, and morality, it is imperative duties to build the beginning.

To achieve integrity, the faculty or training staff must deal with their students or trainees as utmost and ends in themselves, and they are entitled to full care and attention. This behavior by teachers and trainers towards their students will make students respond with great respect to the ethics of their teachers, which of course integrity and scientific honesty [176, v. 1, p. 59-63]. Academic integrity is a commitment, even in the face of adversity, with six fundamental values: honesty, trust, justice, respect, responsibility, and courage.

These values derive from the principles of behavior that enable academic societies to translate ideals into actions (ICAI, 2013). Donald McCabe, founding president of the Center for Academic Integrity, points out that "promoting academic integrity is a concern all over the world." One of his most important practical recommendations is to encourage dialogue, for instance sit down with your students. You cannot impose honesty on them, but their willingness to listen will help [176, v. 1, p. 59-63].

Kirk believes that "it is useful to dedicate the concept of integrity in the education and training environment in our institutions, starting and without delay in the preparation and adoption of the Code of Ethics for Academic Integrity clearly clarifies the rights and duties of the teacher or trainer as well as the learner or trainee in cases of fraud, lying, and other academic irregularities [8, v. 5, p. 746-759].

It is the practice in many educational and training institutions around the world, and unless we have an academic integrity charter that we commit to implement, we will not be able to preserve the rights and duties and protect the academic integrity in the educational and training environment no matter how many meetings, forums,

diligence or rigor of procedures, and the development of an independent body of academic integrity may be good for achieving these objectives [75, v. 6, p. 77-92].

The academic integrity of the university is a collective responsibility, involving students, assistants in teaching and research processes, faculty members and non-faculty workers, all of them. "(American University in Cairo, 2003).

Prevention is the decisive line of defense against academic dishonesty, so students should not be encouraged or urged to engage in such through ambiguous policies, vague and unrealistic cooperation standards, inefficient classroom management, or the weakness of the honesty evaluation.

Students and trainees monitor how faculty members behave, and what values they embrace. Therefore, faculty members who ignore or underestimate the importance of academic integrity send a message - albeit unintended - that the fundamental values of academic life and community life in general do not merit much in imposing them [176, v. 1, p. 59-63].

Nature of academic misconducts. Extensively, studies have been written about academic misconducts in the interior of higher institutions, even though huge amount of these studies were done in North America [177, v. 8, p. 9-12; 178, v. 42, p. 103-118 & 179, v. 28, p. 112-115]. Meanwhile, researchers have emphasized on how problematic habit of cheating has been dealt with by the faculty management and how some faculty members have failed to take the expected measures by the universities [180, v. 8, p. 215-227 & 9, v. 64, p. 522-38). The regularity of cheating and other forms of academic misconduct at educational settings across the entire academic stages has been established [181, v. 2, p. 13-17].

Several studies have confirmed the students' involvement in cheating, reasons, methods of cheating and how to prevent the students from this academic misconduct [182, v. 1, p. 2-8; 183, p. 82-87; 184, v. 28, p. 471-488; 189, v. 19, p. 171-173]. But both the past and current studies suggest that among all, plagiarism specifically must be regarded as one of the endemic problems in academic misconduct [190, v. 74, p. 83-87; 191, v. 22, p. 545-551; 192, v. 2, p. 26-27; 36, v. 4, p. 342-54; 193, v. 4, p. 487-502; 112, v. 11, p. 219-232]. Plagiarism has been situated in sundry ways by observers,

as a subject of academic dishonesty [194, v. 9, p. 68-77; 195, v. 17, p. 13-19; 177, v. 8, p. 9-12; 196, v. 14, p. 283-302; 197, v. 4, p. 292-306; 198, v. 1, p. 23-30 & 199, v. 17, p. 63-66], academic misconduct [171, v. 5, p. 129-42], and academic integrity [42, v. 32, p. 140-144; 85, v. 1, p. 43-54; 200, v. 15, p. 30-39; 134, p. 67-77]. Some studies [201, v. 69, p. 323-332 & 202, v. 5, p. 284-290] regarded it basically as unethical behavior.

Empirical researches on academic misconduct among students have habitually engaged the groups of practices and behavior they tend to focus on, such as unsuitable use of resources, fabrication or falsification of data, cheating during exams or tests, manipulation of academic staff through bribery or/and other channels, claiming work done by others and taking their credits [192, v. 2, p. 26-27; 203, v. 29, p. 224-230 & 204, v. 3, p. 345-375]. A study established how students who engage in academic dishonesty persist in dishonesty throughout their consequent profession [205, v. 4, p. 204-211].

Misconduct by students is an ethical maze, as it transports significant moral and ethical queries regarding right or wrong, good, or bad conduct and about unacceptable or acceptable routines. How and who determines what is wrong or right? What are the basis and reasons that govern those decisions? Whose responsibility is decision making to matter affecting behavioral customs in academic misconduct context [206, p. 261, 631].

A study [200, v. 15, p. 30-39] questioned if universities should educate their students about personal ethics and values, or moral leadership and, if yes, 'why' that and 'how' to go about it? Endemically, institutions globally are faced with the challenge of how superlative to handle what research [206, v. 24, p. 4-7] describes as 'why-not generation' and Stahl tags the 'fearless generation' who sense that the older generation was 'naïve' with an assumption that internet cyber-cheating is a reasonable game [207, p. 8]. Consequently, in this era, technology has advanced drastically and contributed to the enhancement of how learning takes place. Relevantly, there are lots of free online programs in view of machine translation such as google translator

metamorphosing the method of students' engagement with regards to the second language.

The notion of machine translation has attracted the attentions of many learners in higher institutional settings. Interestingly, issues concerning the predominance of online free translation programs could have been deemed from the perspectives of numerous critics, as practically unthinkable. For instance, an article from 2001 quotes instructor Martin of Stanford who projects that “improvement in machine translation in the previous forty years has not been exceptionally great, and the next forty years don't seem to be much better” [208, v. 5, p. 9-12].

While the ex-president of Harvard, Lawrence notably stated in 2012 that “English's appearance as the universal language, along with the speedy evolution in machine translation make it less clear that the considerable investment required to converse in a foreign language is globally worthwhile.

These cynical predictions were prophesized to discourage the absolute dependency on machine translation. In spite of the above stipulated and other gloomy projections, translation has turned out to be an integral segment of the communicative scenery in the personal and intellectual lives of countless individuals. However, it is aptly important to incorporate this technology advancement without compromising students' academic accomplishment.

To ensure this, a study suggested extra in-classroom writing activities to avoid dogmatical use of translation technology [209, v. 76, p. 766-770]. The greater recognition of the role that can be played by technology in second language writing training is expressed in [210, v. 2, p. 175-83]. Studies communicate how machine translation can be integrated to boost students 'critical thinking in learning any foreign languages [211, v. 10, p. 255-271 & 212, v. 7, p. 4-11].

The process in which students can engage and improve themselves with machine translation has been empirically pinpointed by [213, v. 11, p. 41-49; 214, p. 131-136; 215, p. 160-165; 216, v. 21, p. 241-258]. Nevertheless, more studies explore the intersection of plagiarism and machine translation, as outlined by (Somers, 2006;

Correa, 2011). This undermines the idea of giving the students absolute freedom to adopt technologies in handling and solving academic problems.

Universities are expected to play a substantial role in assisting or shaping the students' behaviors appropriately in line with academic environmental policies. Important among the expected roles is the creation of awareness among the students to understand the importance of integrity in an academic environment and the danger of cheating, plagiarism, fabrication, falsification, and other forms of academic integrity. This is necessary because of the cultural significant role which makes plagiarism that is globally unacceptable, a normal survival mechanism in a society.

According to a study [216, v. 12, p. 1-3], referencing a source where the idea is obtained has been regarded -for the both, reader, and author- as disrespectful. Another researcher introduces an innovation of higher importance by stating language as the first of his six isolated and outlined elements of plagiarism. It indicates the complexity of plagiarism on the one hand, and delicacy of misusing machine translation on the other hand [217, v. 12, p. 317-345].

Thus, many studies have proven that higher institutions are much concerned about the students' attitudes towards cheating at the universities, but the commitments and embracement from the faculties are still questionable [218, v. 8, p. 215-227; 9, v. 64, p. 522-38]. Academic misconduct has been dealt with by several researchers [219, v. 23, p. 197-207; 80, p. 11; 220, v. 40, p. 323-342; 221, v. 35, p. 45-49; 222, v. 38, 276-285] and greater attention has always been paid to methods and strategies students adopt to cheat or engage in academic misconduct.

However, literature exploring the influence of second language on academic misconduct is minimal. A researcher claimed in his study that some students tend to access ready-made works, translate it to the relevant language and present it as their original work [223, v. 48, p. 78-80].

The claim was steadfastly supported by other researchers with additional point of view that the translation of the procured works usually occurs through online machine translation or traditional system of translation when the paper is found in the language of the students' proficiency [183, p. 82-87]. Vividly, students at the limit of

involvement in cheating discover that it weakens their morality and kills their hubris and confidence of production. Meanwhile, some students are so productive and have tendency of producing better work, even more than works retrieved from the source [224, v. 24, p. 108-121].

A researcher recommends esoteric suggestions for the technology researchers to affirm the effectiveness and efficiency of technology consumption among the students [225, v. 75, p. 74-101]. All in all, the great influence on academic development cannot be undermined, but there should be close monitoring and constant evaluation of students' academic capability which can be justified through a simple comparison of students' standards and presentations.

Cheating. Reviewing its consequence on the system and the quality of education, cheating impacts the valuation of human capital stock, given that it is accomplished on "quantity" and "quality" basis of educational assessment [226, v. 7, p. 9-11; 227, v. 90, p. 1184-208 & 227, v. 19, p. 1-13]. Cheating has a tendency of reducing the efficacy educational system of a nation by garbling truthful race amid students [228, v. 19, p. 1-13].

The illusion of cheating among professors is of devastating reputation in that the students involving in it are utmost implausible to have the skills required for the forthcoming expert life, and the honor of a degree to those people attributes to numerous stages of impairment. Undeniably, the invention of clumsy specialists' projects (societal tribulations), as those imminent specialists may not be capable of proper execution, conceivably resulting in destruction to human being and constitute harm to other professionals in similar area and to the academic organization that facilitated them. More so, the entire educational setting may correspondingly be inflated, given that the character of cheating indicates that more determination must be consumed regulating it, and this determination should be healthier applied extra absolutely to scholarship [229, v. 35, p. 45-49].

The concept of cheating remains one of the most difficult terms to define. Accordingly, the researchers remark on an inclusive array of conceivable varieties of

cheating, determining that, generally, cheating results in fissuring of demarcated and acknowledged directions and values [229, v. 35, p. 45-49]. For instance, copying in exams is one system of cheating broadly referred to in studies doctoring cheating [219, v. 23, p. 197-207; 220, v. 40, p. 323-342; 221, v. 35, p. 45-49; 230, v. 38, p. 276-285].

Consequently, the core influential issues of cheating, specifically falsifying, projected in the literature tumble into discrete groupings, and arrangement from student's faces to features correlated to the institutional establishment, prices of determining frauds, probability of detection, and so on. Sundry variables were verified for the dissimilar groups to elucidate the phenomenon, amid which are: course average, gender, class size (student-related characteristics); (230, v. 38, p. 276-285]) year, teaching elegance and reality of a code of conduct (institutional establishment-correlated issues); academic exuberant of instructor, incidence or alternate of unwritten notices about the penalties of being trapped cheating, figure of sorts of the assessment, type of examination [219, v. 23, p. 197-207], space for every single student in the interior of the teaching space (discovery charges).

Besides, issues allied to the students' opinions inline to the momentousness of the marvel and to their observation regarding its regularity and the existing castigation exercise, were similarly apprehended to be relevant facets, in accordance with the pecuniary literature on the theme.

There are determining factors of cheating, most importantly copying, projected in the literature tumble into separate types ranging from students' features to attributes related to outlays of realizing cheats, factors associated to academic settings, probability of detection and so on. Vividly, numerous variables have been verified for diverse kinds in explaining this phenomenon as stipulated above. In line with the provision of wide-ranging, arranged assessment of the academic literature, of which this research equally adds methodological values to the part, struggling is an uncommon breach in the scholarships reviewed. Potentially, some critical dimensions in the attitude of duplicating are thus announced, in addition to the reimbursements related to crime model as articulated by a researcher some decades ago [231, v. 76, p.

168-217] This has relatively added to the elements of copying typically engrossed on in the literature.

Adaptation of analysis which was done in [231, v. 44, p. 367-385] has also been felt germane to effect of establishing a code of conduct at the universities. In addition, a contextual component is equally proposed as that of the 'copying' probability in progress with or without the educational organizations cultivate a code of conduct.

Presentation of determining factors that might influence cheating revealed by Hrabak et al., Bunn et al., and McCabe and Trevino. It is recommended for both the selected (Al-Azhar and Khazar) Universities.

Table 1.1.1. Presentation of Determining Factors

Researcher	Student-related characteristics	institutional-correlated issues
Hrabak et al., (2004)	Course average Gender Class size Year, teaching elegance, Reality of a code conduct	Academic exuberant of instructor Responsiveness of the concert of peer students Low grades Formerly experienced academic disaster A firm anticipation of Accomplishment
Bunn et al., (1992)	Overloaded, boundless classes Multiple-choice questions Commercial profit	Willing to assist a colleague Incidence
McCabe & Trevino (1997)	Problematic assessment Absence of management Critically systematized Course	Alternate of unwritten notices figure of Sorts of the assessment Unwritten notices about the penalties

Becker’s relevant theory for cheating as one of illegal conducts

Historically, foremost empirical attempts [233, v. 1, p. 1-17] examining crime from the economic (monetary fund, i.e., academic scholarship) standpoint dated back to 18th and/or 19th century. For instance, research [234, v. 1, p. 252-308] of an examination of dishonest conducts, where a set of wrongdoers display as individuals demonstrating sensible conducts, to the degree that these participants actions were measured in the nimble of costs and gains, as it should be in awarding grants or fund to sponsor educational activities.

Accordingly, it was after Becker's seminal research (which exhibited the crime from an economic point of view) that the economics of crime completed a transformed significance. Sanctifying illegitimate conducts in relation to a cost-benefit breakdown, the study guards the rationality of people's economics, specifically people fascinating illegal acts [231, v. 44, p. 367-385]. The theorist reflects that illegal behavior originates from germinating from the intensification of discrete efficacy function in a particular risk condition. He added that misconducts are consequently only practicalized, if the consequential advantages outweigh the anticipated chastisement [235, v. 2, p. 231-242].

Although, that analysis concentrates on decision making of individual. Primarily, Becker has shown interest in diminishing communal loss of income generated from illegality [233, v. 1, p. 1-17]. Correlatively, the study [231, v. 44, p. 367-385] aims to be satisfactorily wide-ranging to comprise all kinds of violations of the rule such as theft, tax evasion, killing and so forth, in which all together can be held to encompass cheating behavior, at which crime is regarded as a vital education, industrial or economic commotion.

Interestingly, the major objective of Becker's study was to discover the ideal level of restriction (ensuing in the quantity of allowable transgressions) which is originated to represent a purpose of, amongst further motives, mounting from the cost of impeding and trying offenders, the attribute of the chastisement and the of offenders' responses in the luminous of vicissitudes to the limitations.

Fairly, another intent of the Becker model accustomed to the problem of cheating is articulated in the willpower of the optimal degree of castigation that pertain to undergraduates who duplicate/copy, and this is rumored to be a denotation of the outlays connected with the detection of an apprentice copying/duplicating (also integrating conceivable outlays interrelated to the authorization of the performance), the phenomenon of the chastisement and how the apprentices retort to the austerity of the penalties. In view of the perspective of students who cheat by copying, societal impairment could be echoed in the imminent labor strengthen being of shoddier quality,

and advantages to students might be that they acquire superlative jobs [219, v. 23, p. 197-207].

This researcher [231, v. 44, p. 367-385] assumes that a credible postulation projects that another plagiaristic is constructive in relation of feat and negative in terms of end which justifies the means, which is due to criminals usually gaining diminishing negligible improvements and initiating cumulative marginal mutilation with supplementary misdemeanors. Given that the emblem of the primary plagiaristic of similar purposes is optimistic (in both the volume of impairment or the communal value of the advantage for the lawbreakers diverges definitely by the sum of transgressions), the symbol of the first unoriginal of the function depends on the virtual magnitude of the preceding results, the dissolution of the “motion/commotion” is vindicated only if the community disfigurement fluctuates in a positive manner through the figure of “events”.

Researchers proceed that confinement/detention expenses squeeze the costs of patrolling, law court and professional squads premeditated to make it simpler to discover and reprimand offenders. In dealing with academy misconduct/dishonesty, charges of this sort become the costs allied via a sophisticated number of examiners in assessments, the practice of skilled regular (full-time) instructors, who can thwart that type of acts, amid other outlays [231, v. 44, p. 367-385].

The researcher recommends twofold experimental procedures in describing this type of motion: 1) $M=P.T$ - as “p” depicts the possibility that “transgressions” shall be determined by principle (possibility that apprentices that duplicate/copy can be disciplined, in the hypothetical correspondence), on the hypothesis that an intensification in both the prospect of persuasion (p) or else in the figure of transgressions (T) increases the full charges; 2) $M=h(p, T, m)$ - where ‘m’ denotes other determining factors of “motion” M, on the postulation of identical pliability of h with respect to p, T, ‘hp’, ‘ht’ and ‘hm’ being encouraging, of which it infers that “Cp”, “CT” and “Cm” also have constructive standards.

In accordance with the rate of dissimilar consequences, the study offers a change of its pecuniary correspondent, as the type of rate is solitary quantifiable in the

circumstance of charges. The theorist states the illustration of the cost associated with jail, which is equivalent to financial worth and echoed in the summation of restructured lost gains and restrictions on indulgence and independence.

In relation to cheating, also, the accompanying consequences were not evaluated straight in the direction affiliated to money. With the nature of chastisement, it is credible to enforce punishments which incorporate scolding, termination of the test or exam, stoppage from attempting/taking further assessments in a specific subject, and postponement [219, v. 23, p. 197-207]. Also, it should be renowned that the mechanisms of the rate of various punishments differ from student to student, meaning, that there is no sole number: the maximum number goes to those students who benefit most through copying, consequently who, from the outset, are the categories who do the minimum effort while performing the work/task.

Becker clutches the notion that the castigations have substantial effects on both the offenders and the other members of any cultural context. Although, the outcome of punishments may be positively constructive (for example, the payments remunerated by the offenders are a kind of revenue for another individual), and they may also have negative impacts (just for instance, the charges tangled in disciplining a criminal). Similarly, it equally pertains to the negative and positive impact of penalties imposed on copycats among students, since, although penalties may play a significant role for instance, by presenting the victims as examples for their fellow students on the one hand, and by disengaging them in acting and handling the situation similarly, and finally by making the decision to inflict a punishment entails expenses (at the actual slightest the rate of the period those accountable for guaranteeing amenability consumed with the directions in actualizing the goals) [231, v. 44, p. 367-385]. Regarding this, an accompanying public charge depends on the limitation's magnitude. As per payments, this can be reserved that (imagining the transmission of expense cum the lack of outlays for crime-free) if the charge obligated on convicts matches the profit ensuing to people.

For crueller reprimands which can be anticipated that specific stricture will make an impactful worth beyond the component, and therefore a further unembellished

reprimand forced on students might similarly fix a sophisticated rate for another parameter.

Concerning the attitudinal role of the array of “transgressions”, the influential variables measured in Becker are known as prospect of persuasion for crime, penalties for a crime, or a sum of other stimuluses, such as obtainable turnover in lawful and unlawful movements, the destruction instigated by incarceration and a character’s reluctance to pledge illegitimate performances, which the researcher places collectively beneath variable characterizes the quantity of transgressions devoted by individual in an exact retro.

Furthermore, the purpose in the hypothetical condition parallels to the symbol of reproduction episodes enacted by individual of student whose determining factors are the probability of being disciplined of copying crime, the allied penalties and a clique of other stimuluses, like the supplementary assistance which the student optimisms to attain in relation of an improved mark in the test (in view of the event of effective copying) also that the student flops to succeed in the absence of copying act [219, v. 23, p. 197-207]. Becker admits that ‘cost discrimination’ and ambiguity occur, subsequently only those condemned (conforming to individuals caught copying in test or examination) undergo the punishment (if suspected academic wrongdoers are being penalized to pay for each wrongdoing and being exempted from payment if not find guilty).

Accordingly, the theorist’s supposition illustrates the existence of a negative correlation between the possibility of persuasion and the punishments apiece crime, as regards to the number of misconducts committed, as he contemplates that an augmented possibility of persuasion and consequences for every wrongdoing lessens the projected effectiveness of all delinquency to the latent convicts. Consequently, it aids to diminish the stream of transgressions (the connection can correspondingly be presumed in the instance of cheating, considering that the larger possibility of determining a student copying with the bigger brutality of the allied castigation mean that the projected efficacy of copying is fewer, thus disheartening this type of conduct). He also pronounces that the generality presumed by individuals with legal

involvement, is that uncovering is much more efficient than severity of the consequence in the determination to decrease the stock of 'transgressions', which is decoded into a pliability stream of 'crimes' in nimble of the better prospect of persuasion equated through the standards presumed for bounciness of the supply of transgressions in nimble of the consequences.

Notwithstanding, the undesirable virtual probable in the theory, amid the prospect of persuasion and penalties for each crime in view of the quantity of crimes dedicated to the extent of the paraphernalia linked to these both variables is strongminded by the response of the offender, this prompts Becker believes that to depend on the insolence one earns to the menace. Accordingly, it is solitary in a condition of unbiased danger for the student that an intensification in counterweight by an identical proportion fall in absolute fluctuations neither the predictable benefit from copying nor the respective anticipated value.

Additionally, in research, the replacement of prospect of castigation by solitary befalls if the projected penalty is close to the advantage consequential from the delinquency, or else the relation should be viewed as harmonizing [235, v. 2, p. 231-242]. Nonetheless, in a state of menace inclination and repugnance, the greatness of the impacts related to these twofold factors is, in view of Becker, diverse: a rise in cp counterbalance with an equivalent proportion decrease in pt, even without fluctuating the projected turnover, shall modify the anticipated efficacy hence could also encourage the stream of dishonesty and cheating. Apparently, the principles reserved by the variables, indication of the applicable meaning of transgressions, for the diverse people have an extensive assortment.

All the characteristics associated with each, including age, education, family background, wealth, intelligence and so forth were considered, the study decided to have hands on the typical principles of the variables, unambiguously the regular values for abbreviations stipulated above, as signal for the wrongdoing function of the market, presumptuous the same type of possessions and relations comparative to the discrete purposes and commencing from the supposition that, on middling, the individuals (precisely, students) respond additional to a revolution in the probability of detection

than to a rehabilitated consequence [231, v. 44, p. 367-385]. The prior assumption was buttressed by the experimental evidence of the research earlier done by [236, v. 81, p. 521-65].

Nailing the analysis and discussion of the functions of behavior attributed to the variables that conciliate the signal that for the societal loss signification, Becker advises to fix the worth of communal (societal) loss “L”, later twistingly defining the prospect of being incarcerated ‘p’, the quantity of transgressions “T” cum correlated impairment “I”, that rise from the standards booked by the volume disbursed on contending ‘delinquencies’ “D”, the reprimand per reprimandable wrongdoing and the procedure of reprimand, that can be selected on the foundation of the impairment “I”, outlays “O” and transgressions “T” functions.

Accordingly, Becker assimilates “clashing” consequences mounting from the ideals occupied by the contributory variables of which, he claims, are the penalty for chargeable crime and the outlay assigned to contesting the ‘transgressions’ “C” (thus, for practicality suitability, is substituted by pc, thru the arrangement of reprimand ‘r’ noted as a constructive persistent). Apropos this, given that, even yet the upsurge in variables ‘p’ and ‘t’ function as a bigger coercion, serving to lessen the frequency of delinquencies “D”, where the increase can correspondingly intensify the societal rate of their ‘transgressions’ aiming towards the costs related to battling the crimes “C” and the societal total of penalties ($f^* = p \cdot d > 0$, prearranged $p > 0$), in anyway prudently underwriting the development in the supply of ‘transgressions’ “T”. When the two categories of upshot transpire, the fundamental request must be that of working to regulate the values of ‘p’ and/or ‘f’, as their consequence akin with the intensification in social outlays has not surpassed the social benefit ascending from the ‘fear’ result, proposing it conceivably to curtail the societal loss subsequently, in this state, the figure of ‘transgressions’ should not be abridged to what is needed.

Usually, in any social loss purpose, whose purpose is undistinguishable to the overall social loss labelled in terms of the factual return from the ‘transgressions’ “impairment- I” the persuasion outlays “O” and the reprimands (r.f), optimization conditions are castoff.

Basically, the primary direction for conditions that upshot from curtailing the social loss purpose in demand to punish and lawbreakers/offender, Becker explained that lawbreakers that crime does not in any way pay the criminals and equally concluded that they are risk prone. Which is an indication that losses consequent from ‘transgressions’ can be curtailed when the pronouncement variables (p cum t) are selected from provinces where offenders are, on usual, risk-prone, maintaining that only offenders’ responses to risk can clarify when delinquency pays and that cogent civic procedure simply assures, incidentally, that it will not pay if the choice happen to be ‘p’ to ‘o’.

The decreasing of ‘p’ is not apparent in a state where offenders cannot be seen as risk-prone, since the deduction of loss of return/benefit that fallouts from the ‘transgressions’ largely emanates for optimistic predetermined ethics of ‘p’ per ‘t’ [231, v. 44, p. 367-385]. Then at any point where offenders are risk- averse or risk neutral-, the study affirms that it is viable to accomplish the ‘best’ amount of ‘transgressions’ by lessening the social loss with the random drop of ‘p’ to proportion approaching zero. In such a risk-neutral atmosphere, the reduction of ‘p’ slashes social victims in that detention and persuasion charges are lesser (T decreases).

As per the risk-averse scenario, the reduction in ‘p’ not mere decreases “T”, but moreover necessitates a decrease in the figure of transgressions, in impairment “I” and in the common loss of the reprimands. Besides, Becker finds that risk aversion is consistent with the “optimum” behavior detected in a risk-prone situation if the loss function is not simply equal to the profit loss, but also depends on changes in the ‘inequitable price’ amid ‘transgressions’ that and and/or cannot be determined with penalty. In view of this circumstance, the decrease of ‘p’ entails a growth in this ‘prejudiced price’, and therefore there is a rise in the societal loss which is not equipoise by the drop that arises in those circumstances [231, v. 44, p. 367-385].

According to Becker, misconduct is publicly objectionable for the fact that the latent lawbreakers ‘mismanage’ their time forecasting and committing an offensive activity which is considered as an industrious-free movement. The sole negativity of this unproductive way of managing time is a durable restructuring of revenue that is

awfully detrimental in social reports [233, v. 1, p. 1-17]. Here are extra corresponding arrangements of hypothesizing illegitimate conduct, according to [236, v. 81, p. 521-65] and [237, v. 86, p. 815-840] description, for instance. The original empirical research can be regarded as a model for enchanting personal choices involving the time distribution variable, containing an investigation that surveys parallel stripe of cognitive while Becker's classical (choices prejudiced for outlays and profits), refining basic characteristics connected to the model over their investigation not just on the interrogation of expenses, but of profits, as well.

Also, the model developed by Ehrlich finds it conceivable to calculate the route of variations amid authorized against unauthorized events, likewise the extent of all of these events [233, v. 1, p. 1-17]. As the model for Ehrlich's predicts, the overall time is secured and is alienated between ringing out lawful and unlawful actions, and therefore the further time specified to unique activity signposts that inadequate time is obtainable for other sort of action. Importantly, Wolpin's contribution is highly appropriate to the theme of misconduct/cheating as a fundamental surface of it alarms varieties of permissions and, more predominantly, the corresponding 'ability' or "inability" to lessen, and at least diminish, the supply of transgressions: specifically, copying act [237, v. 86, p. 815-840].

Horvath and Kolomaznikova [233, v. 1, p. 1-17] confirms that the surveys conducted by Becker, Ehrlich and Wolpin remain amid the more official styles, considered revolutionary, in the study of the financial side of delinquency. The model initiated by Becker specifically addresses an actual imperative innovative the extent of validating the economics of delinquency as it is the operational foundation of a quantity of future experiments. Moreover, current research on cheating dishonesty [219, v. 23, p. 197-207] stands of a fundamentally pragmatic landscape.

These are grounded on econometric stipulations reliable as the supposition of a link flanked by duplicitous students' behavior cum comportment and the concept of costs and reimbursements consequential of its results. Accordingly, those investigations are familiarization and modification of the crime model of Becker to academic misconduct and fraudulence.

It is relevantly important to emphasize that the lean-tos for the preliminary cheating models, this incorporates trials booked by academic instructors to upshot dishonest conduct, lead to numerous of potentials. Unambiguously, this is expected that an intensification in the advantage correlated to concealed or hidden cheating raises the probability of copying-cheating.

The stricter consequences force on students were noticed while copying diminishes cheating. Also, whole measures which advance the likelihood of being exposed deject all sorts of dishonesty. It was deemed that those estimates denote the insertion, as determining factors of cheating, thus, the features of the students (gender, year of study and course average) together with the students' intentions (period invested studying). However, and further significant, they embrace that the teachers' choice which distresses the profits and expenses of copying shall be measured, in addition, the likelihood of discovery [31, v. 30, p. 331-43].

In this regard, amongst relevant pioneering studies, Bunn et al. was extracted regarding an investigation of twofold sophisticated Macroeconomics of tuition courses in Alabama at the United States of America. The researchers discovered that greater amount of the students surveyed confessed to partaking in copying acts. Furthermore, it was also found that cheating-dishonesty was 'natural' amid students, with 80% (percent) of those students confirming that they had caught some of their colleague/peer engaging in copying and huge quantity among them affirmed that they had realized at least a colleague/student being detected/caught copying. Besides the scale of this scenario, dishonest conduct appears to be well interiorized in the student's environment, through 28% (percent) of students declaring to knowing classmates and contemporaries who habitually copy and duplicate people's work.

The immense frequency of the phenomenon appears to be acceptable by the circumstance that majority of students 70% (percent) do not regard "copying" as an earnest crime. Additionally, from another framework of twofold higher institutions in the United States and seeing several courses "six Economics courses", others equally passed out a numerical investigation of cheating.

The data was collected in two diverse ways (orthodox response and arbitrary response surveys), and it was discovered from the randomly distributed questionnaire (which guaranteed superior discretion and hence further authentic reactions), that 42% (percent) of students showed they had cheated at least once or more in a test. The researcher displayed this discrepancy is due to the diverse procedures of "coercion" applied in the countless classes (sum of tests for each student that anticipate punishment in the higher institutions; space for each student in the tutorial room; figure of exam forms applied by the educator and type of exam).

Noticing a greater populace than that as it was discussed in the [219, v. 23, p. 197-207] research, Nowell and Laufer [238, v. 28, p. 3-12] emphasized on three advanced subjects in the United States (Accounting, Economics, and Management) and concluded that the average inclination for academic misconduct was close to 27% (percent). Consequently, not too long findings by Sheard & Dick in a survey on postgraduate students of Information Technology at an institution in Melbourne, Australia displayed that 9% of students acknowledged to being complicated in thoughtful sorts of cheating in tests, quizzes, and examinations. 14% (percent) declared that they had involved in main plagiarism (copying or stealing another person's work without proper citation), 37% (percent) professed that they had completed minor-scale plagiarism and another 38% (percent) declared that they had been assisted indecorously.

They further expatiate in this research on dishonest conducts amid students (from the 2nd to the 6th year) of Medicine school, at a Croatian university, avowed that 94% (percent) confessed to having devoted several types of dishonesty at least one time in their academic journey. The widespread 89.1% (percent) was to mark the attendance record for the absentees among their peers, and the scarcest about 0.7% was paying somebody to impersonate them in writing examination. Talking about using 'cheat sheets' copying answers, 52.2% (percent) and 34.6% (percent) were the reported percentages correspondingly [230, v. 38, p. 276-285]. With locus to several methodical zones (Management and Psychology), in Dutch, three institutions as exhibited in a study that 66.4% (percent) of the students surveyed whispered they had previously

cheated (concerning performances other than frank copying in assessments) in advanced education and institution programs [239, v. 5, p. 5].

Remarkably, other studies (comprising the above stipulated ones) scientifically designate a sequence of determining factors for academic misconducts. The studies can be assembled into issues connected to student features, factors correlated to the academic organization, variables manipulating the probability of the scenario being noticed and the individual rate of exposure, and origins linked to the profits while copying (without being detected) and the advantages of not copying.

Finally, it is highly interesting to crosscheck the impact on cheating, as student status and Religion were taken into measurement for investigation. Profoundly, a study of Nowell and Laufer projected a constructive linked outcome, but they accurately finalized that the spiritual coaxing variable was found statistically and scientifically unconnected [238, v. 28, p. 3-12]. The results for the influence of a student being a worker-student (measured by a dummy variable identifying the hours worked by the student) are consistent with the expectation that an increase in the hours worked would be positively related to the likelihood of this kind of student resorting to cheating.

With regards to the main subject of this research which is scholarship impact on academic integrity among students. It is equally relevant to establish the outcomes for the impact of a student being a worker-student -administered by a dummy variable classifying the periods worked/functioned by the student- are constant with the anticipation that an upsurge in the times worked would be absolutely correlated to the probability of this type of student resorting to cheating, and obviously, a common factor that usually forces many students to work during their academic period is lack of financial capability. Thus, this study investigates scholarship's impact on sustainability of academic integrity at higher institutions.

1.2. Reviewing plagiarism, academic scholarship, endowment

The subject of plagiarism, which is an illegitimate movement synonymous with dishonesty [240, v. 3, p. 55-73] has received greater attention from researchers as it

concerns imaginable “remorseful information (241, v. 1, p. 85). Vividly, it has generated an inordinate pact of both the media and research attention and its phenomenon in higher education research has been rigorously researched. Researchers have offered a variety of definitions in respect of the nature of plagiarism. Even though these definitions distinct sundry ways, commonly converge on the conception that plagiarism contains deliberately and without permission submitting another person’s words or concepts, just as one’s personal work [242, v. 1, p. 16; 243, v. 17, p. 56; 244, v. 6/7, p. 311-318]. The investigation, consequently, may divulge awkward or damaging material concerning academic organizations or individuals, such as criticism or allegations [245, v. 15, p. 12]. Simply because cases of plagiarism among the students of higher institutions have increased markedly [246, v. 47, p. 397-434].

There is empirical evidence to buttress the fact that plagiarism is regarded as a problem that might not go away with the way is mounting greatly. This academic misconduct in general, and chiefly plagiarism, is receiving great popularity and becoming so endemic. This indication has involved several dimensions, originating from various nations, ranging from the United States of America [247, v. 25, p. A44], Southern Africa [248, P. 24], the United Kingdom [241, v. 2, p. 187-208] also Finland [249, v. 22, p. 187-208], affecting general categories, such as postgraduate/undergraduate, smaller/larger group, private or public higher educational settings [250, p. 11].

Plagiarism as it was defined in the English Language dictionary as reported by Hanks is “the act of plagiarizing ideas, passage, and so on from another work/author.” It encompasses literary stealing, theft by taking another person’s ideas, works or words and making them look like one’s creativity without referencing those ideas or giving their credits to the originators [251, v. 3, p. 78]. A study of more than two decades [252, v. 22, p. 801] has traced the etymology of plagiarism concept to (theft), in accordance with the English term plagiarist that is, (an act of wrongfully taking someone’s ideas or works without crediting source). The English word ‘*plagiary*’ was derived from ‘*plagarius*’, a Latin term that means ‘plunderer, kidnapper, literary thief, seducer’ from *plagium* which is an act kidnapping, also derived from *plaga* i.e., net, snare.

Thus, the term plagiarism refers to theft of ideas and words, far from what could customarily be considered as universal knowledge. The Association of American Historians has also pronounced it as misuse of works done by other writers, like stealing another person's significant and distinctive outcomes such as theories, research hypothesis, interpretations, and findings [243, v. 17, p. 56].

However, the rhetoric of plagiarism concept has been described by few writers in straitlaced tenors, for instance a writer's worst sin [253, v. 20, p. A60], the unoriginal sin [254, v. 114, p. 8], and sin against originality [82, v. 3, p. 8]. Another perspective from the Office of Research Integrity (ORI) in the United States of America views the theme as stealing and misappropriating of intellectual materials [82, v. 3, p. 8]. A study [255, v. 24, p. 4-7] regarded the plagiarists as a thought robbery, or crime, forgery [256, p. 18-19], theft of ideologies [257, v. 261, p. 631], and intellectual shoplifter [258, v. 8, p. 48.51]. Plagiarism is an old phenomenon. Meaning, replicating from other authors is doubtless as old as writing itself, but pending the emergence of mass-produced literature, it remained concealed from the municipal gaze.

Captivatingly, Ben Johnson has been historically recognized -via the Elizabethan playwright- as the first person who apply plagiarism in the context of literary theft and that was traced back to the earlier stage of the 17th century [259, v. 20, p. 33-42]. That was the era when a writer rarely borrows work done by his/her fellow writer. Meanwhile, when it gradually got to an era of mass production of books that make material where people/writers can steal from available, what is being described as textual misappropriations came into limelight and became norm and much more common among the writers [260, v. 31, p. 277-294]. For example, a popular book known as Shakespeare seems to have equally clichéd [261, v. 127, p. 40-43], and been copied [260, v. 31, p. 277-294].

This has been the case so far, until the mid-18th century when copyright laws were established and plagiarism theme was visibly demarcated and plagiarists at that moment were antagonized, confronted, and persecuted in order to change community orientation towards literary property and cultivate strong ethical opinions of literary shoplifting [262, v. 34, p. 1-17].

The tradition of literature in the Western world attaches ownership with authorship, just that a study contends that a notion of such nature is being challenged by the escalation of cases of plagiarism in the post-contemporary literary and mythological age [263, v. 4, p. 82-85]. Plagiarizing the work done by others was an opportunity which has been consumed momentarily since the arrival and amplified approachability of the internet. Like other concepts, people see plagiarism in a different way because they view it with different lenses [267, v. 7, p. 30-39]. In part of non-Western philosophies, the above stipulated tension still grasps true today, and it must be taken in justification while addressing properly cases affecting plagiarism with students from various cultural background, grounded in dissimilar themes of respect diverse backgrounds and specialist of academic writing [263, v. 4, p. 82-85].

As a form of dishonest behavior, there is no monopoly on plagiarism for students. According to Straw, who describes the P-expression as being communal in many fields, extending to science [81, v. 4, p. 6-8], journalism [268, v. 2, p. 21-26], and the field of political sciences [269, v. 61, p. 257-260]. Scandals, allegations, qualms, and evidence of plagiarism by societal prominent personnel, and the fall from grace to grass that habitually surveys, regularly make headlines on the media and newspapers. Here are some examples of recent high-profile personality, the former vice chancellor of Monach University in Australia, David Robinson [270, p. 1] and Stephen E., the history writer, Ambrose, Doris Kearns Goodwin, Kennedy biographer [271, v. 7, p. 16-19].

Several popular authors have been suspected of plagiarism, example of Mark Twain [272, v. 62, p. 464-484], George Orwell [273, v. 26, p. 93-108], William Shakespeare [274, v. 4385, p. 40-43], Samuel Beckett [275, v. 19, p. 165-180], Edgar Allen Poe [276, v. 23, p. 203-215], Alex Haley [277, v. 37, p. 46-63]. Other categories include the following popular song writers likes of Michael Jackson [278, v. 22, p. 46], and Celine Dion [279, v. 37, p. 14], and the film director like Steven Spielberg has faced trial at the court of law as a result of plagiarism [280, p. A20 & 281, p. 105]. Several cases and accusations of plagiarism have been traced to the philosophers like, Sartre [94, v. 30, p. 41-48], Descartes [282, v. 7, p. 93-101], and Wittgenstein; [283, v.

9, p. 17-33], surprisingly, some churchmen were also accused of plagiarism Martin Luther King Jr [284, v. 78, p. 92-105; 285, v. 68, p. 152-161 & 286, v. 59, p. 73-80].

This factual establishment through the above stated accusations has confirmed plagiarism as an age-long practice demonstrated in countless dissimilar extents of movement from various population, plagiarism committed by students sits like a special problem within higher educational settings. Quite a lot of practices and causes of plagiarism afar beyond the academy cross over into the world of student literature, although there are supplementary motives of plagiarism by students. Given that, handling data and ideas from various sources is the core business of the educational organization, thus there is certainly boundless scope for plagiarism in the realm of academic environment. [287, p. 36] contends that plagiarism transpires in a diversity of sceneries, for example, cooperation or collaboration between students working as a team.

Additionally, unaccredited use of other writers' writings by students of general categories but differently, such as undergraduate students [249, v. 22, p. 187-208], students at Master's level [270, p. 1], and doctorate students another dimension is how graduates (i.e., Master's and Ph.D.) works are being copied by some members of teaching staff or by the academic supervisors [282, v. 7, p. 93-101; 288, v. 6672, p. 113-392 1998], and consequently taking unmerited acknowledgement in research grant proposal for academic discharged by another person [289, v. 272, p. 473 1996].

In line with what has been said earlier, these coming paragraphs will contain some empirical findings related to types of plagiarism. Within higher educational context, there is wide-ranging literature about plagiarism especially by students in North America [177, v. 8, p. 9-12; 178, v. 42, p. 103-118 & 179, v. 28, p. 112-115]. However, the concept of plagiarism must be regarded as form of the wider problematic of academic misconduct [190, v. 74, p. 83-87; 191, v. 22, p. 545-551; 192, v. 2, p. 26-27; 36, v. 4, p. 342-54; 290, v. 15, p. 369-384 1986; 193, v. 4, p. 487-502; 112, v. 11, p. 219-232]. Researchers have attributed plagiarism into various mores in view of academic dishonesty [194, v. 9, p. 68-77; 177, v. 8, p. 9-12; 195, v. 17, p. 13-19; 196, v. 14, p. 283-302; 249, v. 22, p. 187-208; 291, v. 14, p. 23-30; 199, v. 17, p. 63-66],

academic misconduct [171, v. 5, p. 129-42], and academic integrity [42, v. 32, p. 140-144; 134, p. 67-77; 200, v. 15, p. 30-39]. Some observers simply regard it as unprincipled conduct (201, 40, v. 35, p. 407-421 & 202, v. 5, p. 284-290).

Academic misconduct among students has been dealt with in several studies. These studies have often enthralled on the areas of practices and conducts they probably engage in such as, fabrication and/or falsification of data, cheating on tests, manipulation and presentation of works done by other and taking credits for the works, plagiarism, unlawful settlement of academic staff for personal interest, stealing academic resources without referencing the source [192, v. 2, p. 26-27; 203, v. 29, p. 224-230; 204, v. 3, p. 345-375; 292, v. 73, p. 1195-1200]. A study has discussed how those students who are involved in cheating misconduct always persist in misconduct all through their succeeding profession [49, v. 4, p. 477-482].

In this view, researchers [293, v. 42, p. 161-165 1994; 158, v. 56, p. 473-4929; 294, v. 22, p. 39-42] have classified students' plagiarism into four categories namely, 1- thieving from other sources by passing them off as their personal work which is obtainable in one of either three ways: (a) purchasing a readymade article from an academic center, research bank, tenure paper mill which has been prewritten or written specifically on request, (b) replication of a complete form of any source without appropriate reference, and (c) submitting another person or student's writing with or without the owner's consent. 2- submission of article written by another (relative or peer) person and claiming it as their own.

Reproducing segments of material from an exact or different textual source, providing accurate citations via references but with absence of quotation marks that will indicate that the work has not been rephrased rather, it was adequately quoted. 3- rephrasing material from single or multiple sources with inadequate citations.

All in all, discussion on plagiarism from an ethical, or lawbreaking and penalty interrogation to an interrogation of scholarship has been a major impetus for the works of some researchers [295, v. 3, p. 17-29].

Perception towards plagiarism. The use of plagiarism theme daily seems to be problematic; it proposes cautious act or a deliberate effort to mislead readers and

audience while tracing the source of notions [296, v. 31, p. 215-232]. The unconscious actions of plagiarism are still stained by ideas of dishonesty on the students' perception that are challenging. In respect of the spectrum of conducts regarded as plagiarism, examples of what can be viewed as dishonesty can be extra far and wide favorably interpreted as poor procedure. Additionally, while plagiarism is considered to be stealing, it is a relatively victimless theft [297, v. 30, p. 269-282; 298, v. 30, p. 283-291 & 299, v. 12, p. 6-9]. Acceptance of specific kinds of patchwriting stuff, along with solid energies to build rationality of the need for academic integrity in academic literature [217, v. 12, p. 317-345].

A critical review of the whole 'Turnitin', that is, plagiarism detector and checking practice that routines several higher institutions currently persist upon is that through the creation of plagiarism methods and measures, it is merely tightening the boundary across the concept of "sacred space" which scholars deal with [300, v. 24, p. 1-28]. Thus, the discussion about plagiarism is a reflection of what a letter of reviewer characterizes as a particular conceptual system and economic, at the time of the enlightenment and a recognition of writers as producers of manuscripts as workable products [301, v. 4, p. 4].

Meanwhile, academics don't just work to guard and improve their reputations as manufacturers of texts, but prudently assist publishers in manipulating a market occupied the conception of thoughts, or philosophies as property [302, v. 2, p. 23-31; 303, v. 3, p. 13-39 & 304, p. 35-79]. In general, the most honored and valued writers within the sacred academic line of scientific writing and research are meant via insistence upon accurate and correct referencing, citations and acknowledgement of past research within the academic dominion [305, v. 2, p. 17-23 & 306, v. 3, p. 23-27].

In handling it from students' perspective, findings from investigations of students perceptions and manners are frequently inconsistent; for instance, accordingly, extensive agreement was found among students with regards to sorts of behaviors constitute academic misconduct, whilst 'boundless variability' was the case in student perceptions towards academic misconduct in general by some researchers [191, v. 22, p. 545-551] and towards plagiarism specifically [307, v. 10, p. 3-22].

Another study pinpoints that student perceptions of sensational academic misconducts are liable upon the interchange of manifold factors such as intentionality and opportunity, provocation, and need, and nevertheless many wide-ranging patterns are ostensible in the literature [308, v. 2, p. 179-190].

Initially, huge number of students generally perceive plagiarism as a trivial offense “no big deal.” Evidently, a study claims a significant difference between what is called blatant cheating, i.e., cheating on examinations and further kinds of academic misconduct amongst students of a substantial population [309, v. 42, p. 90-96]. So, plagiarism is regarded by many students as a minor felony which shouldn’t be taken too seriously.

Although, a strong moral basis was found for students’ perceptions of academic misconduct in the United Kingdom, intensifying greater standards such as trust, good learning, and friendship [249, v. 22, p. 187-208]. In the North America, the impact of students’ perceptions of cheating of race: African American versus white students and religiosity were explored. The findings indicate that both the African American and white students had dissimilar perceptions, and students’ perceptions religious-wise depended on their commitment to religious doctrines.

Similarly, a study proved that students normally do not see involvement of their peers in any form of academic misconduct as a major crime. In another study which was carried out in Singapore that was described by Lim and See as one of the utmost competitive educational structures in the globe [310, v. 6, p. 703-724]. The researchers claimed that students are ethically ambivalent towards academic dishonesty and are somewhat open-minded of academic misconduct among their fellow colleagues [3, v. 11, p. 261-74].

Subsequently, researchers have established significant difference between student and academic staff in terms of their attitudes regarding plagiarism and cheating [171, v. 5, p. 129-42; 201, 40, v. 35, p. 407-421; 311, v. 36, p. 531-541; 199, v. 17, p. 63-66]. However, another study confirmed that academic staff and high school students generally agreed that cheating is a major problem, but they had different opinions concerning criteria and scale, reasons, and efficient strategies to eradicate it [312, v.

84, p. 44-52]. According to academic staff, plagiarism seems to diverge in accordance with students' specializations [313, v. 11, p. 307-324]. Though academic staff commonly reflect certain fraudulent manners as more dangerous than do students, thus, the differences reduce in accordance with students' advancement towards completion [49, v. 4, p. 477-482]. Consequently, a study proclaimed that plagiarism in the United Kingdom is a far less evocative theme for students than it is for teaching staff, and it grades fairly low in the students' values and systems [249, v. 22, p. 187-208].

Thus, there is a need for researchers and educators to recognize the sources of plagiarism [314, v. 3, p. 282-288 2005) for the purpose of report [28, v. 2, p. 397] or in order to properly address them [248, p. 24; 315, v. 1, p. 13-19 & 316, v. 2, p. 33-39]. Such a situation is normally multi-dimensional and complex with no link to effect-cause. Addressing academic misconduct (a general term that contains plagiarism or any form of cheating) within one of the relevant theories, a study situates students' misconduct within theories of social psychology initiated by Deviance and Lieberman maintains that there is a linkage and resemblance between kleptomania and plagiarism. Given that, the snatched routes may not be desirable and the individual enchanting them has a wish to be caught [32, v. 70, p. 870-85].

Furthermore, suggestion that the fakery or forgery has intrinsic petition to students [256, p. 18-19]. The sovereignty of integrity is the end of the conflict, the division, and the twisted paths in society and in the corridors of all its institutions. The fruits of this increase are scientific activity, the maturity of intellectual production, the flourishing of communal life and the promotion of civil principles [103, v. 4, p. 10-17]. And that Islamic education in its title and content came to establish the honesty and the establishment of the wall of bases heart and mold and fought all forms of corruption.

Intellectual rights and their observance of the great value that must be clear to the child in his mind, behavior, and conscience [317, v. 73, p. 461-93; 89, v. 6, p. 129-152 & 90, v. 4, p. 407-15]. He is trained in the school and becomes more experienced, and the skills can be applied over time. Even if he enters the university, then it will be easy to adapt to the academic regulations and administrative regulations that are

supposed to be dominant in the rhythm of the movement that adjusts all paths of behavior.

Those interested in higher education believe that the liberation of the means of education from fraud, deception and dishonesty is one of the greatest reasons for the rise of societies. It does not excel without integrity or dignity or without honesty. The ethics of academic integrity regulate the relationship between the teacher, the learner and all the workers in the academic community [93, v. 28, p. 184-89; 94, v. 30, p. 41-48 & 95, v. 9, p. 79-107] and make the whole process of education and training on the right track [115, v. 6, p. 17-32; 118, v. 4, p. 366-71 & 90, v. 4, p. 407-15], which enhances the integrity of the community in general and raises the value of educational justice [102, v. 18, p. 335-41].

It is therefore necessary to take care of the culture of academic integrity and to strengthen the minds of those concerned in the education and training sector to achieve quality, especially in the era of knowledge revolution and the availability of information flowing on the Internet and easy access to them free and effortless. It is only through the development of students' learning skills that they benefit from information and knowledge in an ethical manner that does not conflict with societal values and human origins [100, v. 3, p. 310-30 & 101, v. 16, p. 287-300].

There are many means to spread the value of integrity and prevent violations, including spreading the culture of intellectual honesty at all educational levels, and reviving the values of the nation and authentic humanity, and opening channels of dialogue between staff and students, Improving the philosophy of tests and renewing their goals, and firmness in implementing academic laws, accelerating the access of institutions to academic accreditation, and creating a moral charter of integrity signed by and committed to everyone who exists in academic institutions.

Academic research in the pond of plagiarism. Noteworthy, just a deficient principal academic journal in social sciences have performed authoritatively to limit plagiarism as a form of academic misconduct. An endemic empirical instance is that of Enders and Hoover, as demonstrated in a study where in leading economics journals, several one hundred and twenty-seven editors were examined and that only 19%

(percent) were found to have had a formal policy addressing plagiarism in place. The finding is shocking, considering the reality that in academic research plagiarism is widespread. Additionally, researchers measured four hundred and thirty-eight participants (faculty members) from one hundred and four business schools, it was discovered that more than 70% (percent) among the members of faculty were conscious of who involved in plagiarism [153, v. 9, p. 715-725].

Subsequently, another study experimented with a few one thousand two hundred and eight economics specialists revealed 24.4% (percent) of participants acknowledged themselves as plagiarism victims. Even though the fraction might have been exaggerated as a result of self-reporting predisposition. In other fields, plagiarism is not only prevalent as evidence describes it as a concept which frequently goes unnoticed [154, v. 49, p. 92-107]. For instance, a year later subsequent executing plagiarizing transmission procedure for its novel suggestions, a high-impact medical journal, via the editorial board of the British Journal of Anesthesia reported rejection of 4% (percent) of article submitted for publication based on plagiarism [318, p. 1163-1166].

In 2009, an editorial review of the Academy of Management debated both the substantial temptation to engross in moral defilements at the Academy, and the scarcity of which the inspections, either proper or casual, are tracked [150, v. 34, p. 586-591]. In the informal survey of this editorial report, roughly half of the editors that were interrogated had no complications unfolding ethical defilements that breached the visibly quantified strategy expressed in the academy ethical code of conducts. Several circumstances reported in this article reproduced defilements either of submission, for instance, submission of authors/researchers their articles to different journals at the same time.

Also, abuses of originality, discussing the writings evidently like formerly rejected papers and to manuscripts already published or accepted by other journals for publication [150, v. 34, p. 586-591]. Importantly, plagiarism from one author to another and fabrication or falsification of data were noted as the absent instances. However, it is unfortunate that the recent models of the profession, data falsification and/or

fabrication is predominantly problematic to establish, as the distribution of raw data is not required, however inspire the retesting of parallel studies (quantity of topmost journals which could consider publication of a replica research?) or arrange any noteworthy efforts to individualistically validate the authors' integrity' basis or authenticity of data.

In short, regardless of the survival of unprincipled comportment in academic and empirical exploration [318, p. 1163-1166], such supervising structures to regulate such manners are either imaginary, deficient, or intermittently applied. A study commentary demonstrates both the array and the changeability of unoriginal actions. For instance, researcher differentiates between skilled scholars, who significantly interrupt resolution, and innovative scholars, with either the lack of knowledge concerning suitable procedures or apply shortcuts to protect habitation which are questionably echo various normative practices, enticements, and gravities [150, v. 34, p. 586-591]. Significantly, another survey distinguishes twofold circles as both typical plagiarizers and embryonic plagiarizers.

This is history of plagiarism correlated to typical plagiarizers of which embryonic plagiarizers are more liable to be both Ph.D. students and subordinate contemporaries are novice to the vocational career [319, p. 1-15]. Another empirical example of typical plagiarizers is originated around management sciences mounting three plagiarized papers of Danut Marcu, published in *Studia Universitatis, Series Informatica*, and Babes-Bolyai within 2002-2003.

Furthermore, other studies [319, p. 1-15] confirmed that this particular author made further effort to secure another publication entitled, 'lifted piece' via in the *Quarterly Journal of the Operations Research*. Below is the quotation of proclamation of a researcher against Marcu:

The victim lamented as reported by Bouyssou et al (2009) that, "a very peculiar thing has occurred. A fellow by the name of Dañut, Marcu has plagiarized my paper in its wholeness! The first two pages of his paper are chiefly just a rewording of my paper, down to the details of the proofs. Outwardly, this is not the first time this has

happened—he has been plagiarizing papers for years and passing them off as his own. Regrettably, many of his papers fool both the referees and the journals.”

An embryonic plagiarizer as the second part and an instance can be parroted via submission of a plagiarized research work to a conference by a Greece doctoral candidate. Consequent the student’s effort to dispense plagiarized works at a Computer Science cum Euro-Par Conferences, at a point where a warning letter was issued and circulated to the potential planners of the inclinations [82, v. 3, p. 8].

Academic Scholarship. In contemporary ages, there is evidence to buttress the fact that investigations dealing with scholarships or financial aid and academic procrastination are the subject of widespread attention but in discrete manner. Basically, academic scholarship has become a global trend in academic settings in general. It plays a crucial role in making education affordable for the students, especially those from less privileged families [320, v. 16, p. 24-25]. Thus, considering certain criteria which vary from an institution to institution; individuality influences how the institutions charge their academic tuitions and award their scholarships.

The present research is about scholarship as a practice of academic award or financial assistance and support for students to further their education and to enable them to perform excellently. This is the first study to investigate the impact of scholarship on academic integrity among the students. Scholarships are granted in accordance with the various criteria, these criteria are strictly attached to the values and purposes of the founder cum donors of the grant. For instance, one of the well-known and the largest state merit scholarship program is the “Helping Outstanding Pupils Educationally (HOPE) in Georgia which came to existence in 1993.

The main criterion for HOPE scholarship program assessment is B average equivalent to 3.0 out of 4.0 scale in required curriculum subjects [321, v. 4, p. 45-53]. Researchers highlighted that institutional scholarships are often distributed to the students in accordance to academic merit or for athletics, while government-supported aid, loans or grants are naturally meant for need-based [322, v. 138, p. 309-322]. Although, need-based scholarship was identified for having highest correlation with

less privileged families in terms of college accessibility and persistence [27, v. 23, p. 45-55 & 26, v. 26, p. 209-232]. However, instance, Coonrod [320, v. 16, p. 24-25] projected scholarship as a technique to discriminate price among the students in institutions. Similarly, another study confirmed that students who are financially buoyant pay more at college while indigent students pay less [323, v. 3, p. 22-32]. In some cases, scholarship, grants, and financial aid are intertwined. Sometimes, financial aid is distributed as scholarships, grants and or loans by policy makers and universities [320, v. 16, p. 24-25]. Scholarship is an advantage, given that the scholarship or grant money is not required to be repaid [324, v. 23, p. 298-310].

Relatively, earlier studies have essentially discovered a strong and multifaceted impact of scholarship on students' success in general, but specifically academic procrastination requires more investigations. A clear result of scholarship being highly effective has been recognized within the higher education literature [325, v. 130, p. 261-288].

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 [16, p. 19-31; 17, v. 23, p. 23-39 & 26, v. 26, p. 209-232], unlike other students studying without any assistance or scholarship. So therefore, lessened financial and stress can be explained as having more time and energy to study, also to carry out all the academic related tasks.

A study argues that engaging in work while enrolled in university has little effect on academic performance [18, v. 3, p. 151-159] while working in another research was regarded as an inhibitor towards students' academic excellence and retardation to completion of academic degree in a timely manner [19, v. 21, p. 473-491 & 20, p. 16-31]. Having more and enough time cum energy to study can in turn, facilitate students' academic assertiveness and enhance their higher and strong motivational achievement. [326, v. 3, p. 653-679] proclaimed that the provision of students' financial aid plays an income increase role to students by suppressing financial obstacles. Such an income relief and inspires students to avoid or reduce working hours while during their study at the college, thereby liberating time to other academic and non-academic 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 eagerness and completion than their colleagues who work more hours [21, v. 6, p. 653-681]. Researchers affirmed that distributions of capital and resources across functional categories indicate a university's priorities and can accelerate significant impact on student outcomes [22, v. 12, p. 19].

Importantly, researchers have made immense contribution by conducting the utmost extensive meta-analysis up till now on the prognosticators of university students' victory [325, v. 130, p. 261-288]. By manufacturing old theories of educational persistence and motivational theories from psychological literature highpoints the significance of contingent impacts, such as financial aid [5, v. 1, p. 89-125]. It could have an absolute effect on the academic motivation of a student. Especially, in a case when the sustainability of the scholarship depends on student academic success.

So therefore, it is essential for such a student to maintain a scholarship in the short term or allow the repayment of loans in the longer term. Scholarship could strengthen a student's integration into the community if the form of provision, such as work-study or athletic scholarship led the student to connect with a huge number of individuals across university ground [327, v. 3, p. 12-21].

Remarkably, Alon's findings signify a pattern revealed in other studies that the natures of scholarship may affect the affiliation between scholarship and academic achievement and account for certain variation across studies. However, in another research, it was confirmed that university scholarship positively influenced retention and graduation rates only for schools with low admissions selectivity [328, v. 35, p. 5-20]. They claimed that universities admit higher number of applicants were most likely to enroll low-income candidates who have a greater need for scholarship.

However, education nowadays is seriously facing many impediments, in which academic dishonesty is empirically considered as one of the major impediments

towards sustainability of academic integrity. Given that, almost every student engages in this. Thus, it is a retardation for educational advancement. Hence, academic integrity has been prudently considered for a rigorous review. Time is among those factors that affect students' steadfastness towards academic integrity, and the students' ways of allocating their times can either directly or indirectly influence their academic and non-academic retention in the college [326, v. 3, p. 653-679].

The researchers have outlined the common choices students face in college: to spend their time focusing on reading and studying, working for pay or taking part in extra-curricular events. Evidence suggests that academic and social integrations together with institutional commitment are described as the major three areas of integration for student engagement in the college, and that students who are academically and socially connected to the institution have tendency to stay enrolled and succeeded than those who are either academically or socially disconnected [5, v. 1, p. 89-125].

The role of academic scholarship. Even though academic integrity has received thorough attention from many researchers, it is equally important to declare that no study has yet investigated the impact of scholarship on academic integrity. This can be attributed to the fact that prevalence, its problematic nature, and areas are found to be concentrations of most researchers. Scholarship is one of the obvious advantages of getting rid of economic and financial anxiety during the students' academic career, most especially, students at higher institution. Having a scholarship will allow students to lessen that inevitable financial burden if it cannot be eliminated.

In addition, learning with a scholarship, prominently a prestigious type of scholarships is the dream of every student. There are numerous advantages and benefits for scholarship which extend far beyond ordinary immediate financial achievement calmness and peace of mind that is attached to it. Scholarship may be a great and better opportunity, as it may contribute to student's self-esteem and natural built-in calmness and relaxation to succeed in time management and at the same time encourage student to get rid of academic procrastination.

Apparently, financial aid (scholarships) differs prominently in the range of the amount they offer. In the most cases, full coverage of tuition fees is rarely awarded to the lucky few. While some of the scholarships cover only the expenses of conference trips or academic-related expenses such as accommodation, travel, and textbooks. Scholarships are awarded in various variations. It has been assumed that financial stress is a foremost stressor among the undergraduate students [328, v. 2, p. 13-31].

Working to suppress financial stress can lead to students' academic procrastination, as students may experience serious stress while striving to maintain a balance justification between their academic and work responsibilities. For the past few decades, numerous traditional students tend to work and work for a considerable number of hours [329, v. 65, p. 181-210]. Hence, numerous students without scholarship need to work to meet up with their payments for the college and living expenses which in one way or another retard their academic commitments.

In a survey, 35 percent of students confirmed that their academic finances were traumatic and so difficult to control [328, v. 2, p. 13-31]. Researchers have discovered many reasons for academic procrastination which can be experienced by non-scholarship-based students. For example, higher stress as predicted in study conducted by the procrastination research group at Carleton University in Ottawa, lack of energy and life displeasure [330, v. 4, p. 151-156], and [331, p. 137 & 332, v. 20, p. A60] revealed strong correlation between academic procrastination, emotional consciousness, and stability.

In addition, detachment from academic procrastination through absolute engagement and total involvement of the student were identified in various empirical studies as keys to student victory in higher institution. So therefore, students' connectivity to their academic endeavors is the determinant of their success [333, v. 49, p. 647-664; 15, p. 559-69 & 334, v. 284, p. 2209-38].

Academic scholarship at Khazar university. Khazar University is a private University for undergraduate and postgraduate education. It was established in 1991 under the name “Azerbaijan University with English as a medium of instruction” and later renamed to Khazar University in 1992 by the Academic Council of the University.

Academic tuition scholarship is a practice at Khazar University. The usual measure of scholarship at the University is based on percentages. The University maintains global trend by providing merit-based and need-based scholarships for different categories of students in accordance with their circumstances [335, v. 1, p. 17-21].

Apart from certain category of students studying on state scholarship with monthly stipends. It is noteworthy to clarify the fact that scholarships -as at the time of this study- at Khazar University is strictly about tuition waiver scholarship on percentage basis, ranging from either full (100%) or partial (75%, 50%, 25%) and do not include any monthly stipends or allowances which may cover other expenses of students, such as, dormitory, feeding, books, clothes or travel expenses [335, v. 1, p. 17-21].

It is apparent that Khazar university offers need-based and merit loans or scholarship on the following foundations:

It is provided in accordance with the points acquired at the Entrance Examinations. It is offered to any students whose one or both parents are or are employees at Khazar University. In a situation where minimum of two students from the same family are studying at Khazar University, students from the Martyr household, students from the families of battered from the Garabagh war, loss of one or both parents while studying, being a Dunya School's or Khazar University's Alumnus, scholarships or loans are automatically provided.

However, there are Azerbaijani government scholarships for both local and international students which cover the whole tuition fees and includes monthly stipend as well. This is offered to the local students who scored highest in the state centralized entrance exam, also to the citizens of the member countries of Organization of Islamic Cooperation and Non-Aligned Movement countries. The selection of the international candidates is conducted by the Ministry of Foreign Affairs.

Endowment. Endowment is an age-long operation in socio-historical context of human being, which is neither external nor strange to the dialectal and language of Muslim in the early stage of Islamic civilization. In Islam, endowment is a concept which factually refers to "Al-Waqf". It has been defined by a prominent and contemporary scholar as, "a permanent or temporary dedication of certain form of wealth with intention of having direct benefits from it or benefiting from what comes out from it on regular basis" [28, v. 2, p. 397]. Thus, Waqf which is a practical form of endowment in Islam, targeting the human being in general, while prioritizing the less privileged and needy. It provides noteworthy reliefs of any kind to human beings, in accordance with their circumstances. Importantly, endowment provides educational assistance which is the chosen category of Al-Waqf in this study.

Meeting point of endowment and scholarship. In this direction, the two concepts "endowment" and "scholarship" can be used interchangeably in some cases. Because, when a particular student is financially endowed by an organization or institution, such a student will be categorized as a scholarship-based candidate. However, some theoretical explanations differentiated the two concepts as discussed in the following paragraphs. Scholarship as a practice of academic financial assistance. The study describes academic scholarship as financial aid for the students to proceed with their educational career. Scholarships are granted in accordance with the various criteria, these criteria are strictly attached to the values and purposes of the provider or donor of the grant. Scholarship is regarded as a great benefit [336, v. 18, p. 167-182 & 337, p. 191-200], given that the scholarship money is not required to be repaid.

Scholarship is one of the obvious advantages of getting rid of economic and financial anxiety during the students' academic career, most especially international students. Having a scholarship allows students to lessen that inevitable financial burden. Obviously, Al-Waqf which refers to endowment can also be explained through all the above-mentioned points when it is awarded for educational purposes. Apparently, financial aids; (Al-Waqf) differ prominently in the range of the amount in which the endower (wāqif) offer. In most cases, full coverage of tuition fees is rarely

awarded to the lucky few. While some of the scholarships cover only the expenses of conference trips or academic-related expenses such as housing, feedings, and schoolbooks [338, v. 2, p. 21-29; 339, v. 4, p. 264-297; 340, v. 1-2, p. 129-130; 341, v. 5, p. 21-23 & 342, v. 1, p. 35].

However, education nowadays is seriously facing many impediments, in which lack of academic integrity can be considered as a major impediment. Given that, almost every student engages in this. Thus, it is a setback for educational advancement. Education indeed is expected to serve as an intellectual enterprise facilities holistic improvement of human identities, it is so significant to think of integrity practice as to eradicate abnormalities in the realm of education.

So therefore, endowments are provided by their endowers to provide relief to the needy students and to eradicate common financial stress of students [343, v. 1, p. 39-63]. By that, financially endowed students are expected to perform in an excellent manner and maintain academic conducts and values, to compensate the efforts of their endowers or scholarship providers on the one hand, and to justify their eligibility, entitlement, and worthiness of the financial aids on the other hand.

The role of endowment in extension. The term of endowment can be investigated from another dimension, as it implies devotion of assets or properties, either directly or indirectly, to any charitable or religious institution or cause, or to secure advantage or benefit for a person or people [69, p. 191 & 70, p. 3-9]. A study exhibits the importance and utility of an endowment practice of sustenance for the infrastructures and/or amenities necessary for beneficiaries at higher institutions [60, p. 63-72]. Interestingly, specific aims and objectives of this study are to ensure the availability and sustainability of standardized health services at Khazar University by the application and implementation of a policy of endowment.

The endowment “Al-Waqf” system is one of the forms applied through the history of world, and especially Islamic civilization. Finance by endowment was the principal support of many systems of education, health and social care, defense and security institutions, and institutions of philosophy and culture. Endowment is an age-old operation within social history of humanity and was neither external nor strange to

the dialect and language of a Muslim in the early stages of Islamic civilization. In Islam, the concept of endowment referred to as "al-waqf". It has been defined by a prominent, contemporary scholar as, "a permanent or temporary dedication of a certain form of wealth with the intention of achieving direct benefit from it or benefiting from what arises from it on a regular basis" [28, v. 2, p. 397].

History cannot dispute the fact that endowment, popularly known as waqf in an Islamic context has played a significant role not only, but especially in Muslim societies [344, v. 1, p. 12-17]. Endowment has benefited many individuals in various societies through significant and beneficial establishments such as shelters, hospitals and medical centers for medical care, schools, bakeries, orphanages, and other religious and/or educational investments [69, p. 191 & 70, p. 3-9]. Importance here are endowment's roles and efforts in providing relief and eradicating poverty, which is skyrocketing among both humans and animals [345, v. 2, p. 13-19; 346, v. 16, p. 39-66; 347, v. 4, p. 3-17; 69, p. 191]. Thus, such activities of endowment-waqf have been enacted by people regardless of their status, whether highly placed bureaucrats or laymen [338, v. 2, p. 21-29; 339, v. 4, p. 264-297; 341, v. 5, p. 21-23; 342, v. 1, p. 35; & 69, p. 191].

For the provision of humanitarian welfare services, a huge number of social and educational institutions; mosques, hospitals, schools, universities, libraries, dormitories, and many other leisure facilities, have been established by waqf or endowment funds [69, p. 191]. However, endowment -irrespective of its Arabic or Islamic linguistic meaning (waqf)-is no strange concept in the Western world, which correspondingly has several universities built by the concept and practice of endowment known as waqf in the Muslim world.

It is clear that the universities of Yale and Harvard in the United States of America, and those of Cambridge and Oxford in the United Kingdom are among the eminent examples of endowment-based universities in the West. Surprisingly, the notion of compassionate and philanthropical contributions by endowment to higher institutions has been embraced positively the government of the United Kingdom to the extent of recognizing and considering the practice of endowment as the way

forward and as one the best approaches to maintaining and financing higher education, acknowledging that it will make the educational sector less contingent upon a sole source of financial income (Higher Education White Paper, 2003). Apparently, the concept of Oxbridge is an indicator of Cambridge and Oxford as endowment-based colleges. Given this, the heads of colleges and their colleagues are regarded as the agent responsible for the activation of pious activities and efforts to sustain the objective of the assistance by maintaining the intertwined roles of trustee and beneficiary [348, v. 2, p. 2-9].

1.3. The Evolutional Stages of Endowment and its Developmental Role

The endowment term "waqf" in the language literally means confinement and stop, while the term in jurisprudence is "the imprisonment of the source and the sincerity of its benefit." The imprisonment of the source means that he does not act in it by selling or foreclosure or giving, nor does he transfer the inheritance [349, p. 9-10].

Since ancient times, there have been different forms of voluntary financial transactions that do not come in an endowment, in the form of properties that are restricted to places of worship or to benefit them. This was known to the ancient Egyptians, the Romans, Greeks, and others [350, v. 2, p. 3-16]. Endowment began with the emergence of Islam and expanded its scope.

It was not limited to temples and rituals but extended to include many kinds of alms and donations for religious, social, scientific, and economic purposes. Endowments allocated to different sectors were meant for the maintenance and function, to mosques, to schools for their role in education, to libraries, scientists, and the students of science, to the poor, the needy, and it extended further to include hospitals and pharmacies schools and communities [349, p. 9-10].

With this expansion, endowment greatly advantageous and influential in building Islamic civilization and laying the foundations of integration, solidarity, cooperation, and brotherhood. The expansion in the care of endowment led to its major role in social and economic development throughout Islamic history [351, p. 6-7]. It is

no secret that the endowment system in Islam brings scientific and charitable benefits, as well as appreciation [349, p. 9-10]. There are also non-material public interests of significant weight in the legislative. Endowment, particularly in Islam is not limited to places of worship and their means; but it has since the era of the Prophet (peace and blessings of Allah be upon him) to served wider purposes for good in society [350, v. 2, p. 3-16], thus; expanding the scope of the contained money; and extending the purpose of the moratorium. Examples of this are:

Endowment for education. This paragraph showcases the impact of endowment on the educational system. Endowment is one of the most important instruments that are active in the development of education, whether in mosques, schools, libraries, or other charitable institutions [352, v. 37, p. 836-863]. Endowment funds sponsored the process of education from childhood to specialized higher levels, enabling Muslims to progress from a simple life to a prosperous life, while many other societies remained in recession for long periods [351, p. 6-7].

These endowments have helped education to provide facilities necessary individuals to qualify contribute to the economic, social, and cultural development of their societies. These funds spent on education have supported many different aspects of teaching and learning processes [349, p. 9-10], most importantly establishment and equipping of schools, the provision of teachers and others, and the encouragement of science students to engage in the process of education by the provision of facilities to do so [50, p. 19].

Endowment in support of health care services. Endowment systems have also made significant impacts in supporting general health care services, for citizens and residents of different sects. Some researchers have discussed about the types of health centers sponsored by endowment providers and drawn the attention of universities to health care, the development of services, and allocation of funds for the construction of integrated medical neighborhoods [349, p. 9-10]. Importantly, [69, p. 191] said that some higher institutions are surrounded by beautiful individuals who help to execute several projects like building the booths and the multiple houses, all of which ran on

endowment funds and catered for sick students and staff under the supervision of doctors, pharmacists, and medical students.

Islamic endowments also gave significant support to medical and health care in societies. However, an Islamic medical endowment did not focus merely on providing health care services to society, in addition it provided opportunities to sponsor science students studying medicine at the university [69, p. 191].

A study notes that notes that medical centers were supported by endowment funds and the health services they provided medical treatment, operations, medicine, and food, were free in return to the endowments that Muslims monitored for these humanitarian purposes [256, v. 6, p. 437-463]. Some researchers [257, v. 24, p. 84-97 & 351, p. 6-7]. assert that health care in most Islamic countries was close to charity when there were no Ministries of Public Health as there are in the present era. Endowment has had a beneficial effect on the advance of medical sciences because the role of hospitals operating by endowments was not limited to providing treatment [351, p. 6-7]. They went further: teaching medical science and in the halls of large hospitals dedicated to lessons and lectures. Examples of such endowments include contributions by the following individuals.

-Nur al-Din Mahmoud bin Zanki built a health center, a school, and a modern home in Damascus as endowments and donated many medical books.

-Moez Bouya built a hospital in Baghdad as an endowment to the value of five thousand dinars. Fakhruddin Mardini, a medical doctor donated the book he wrote on medicine to the people of Mardin.

King Al-Mansour built a palace in Cairo and decided to dedicate it as an endowment with the worth of forty thousand gold annually. The weight = 4.25 grams and the harvest of this endowment is one hundred and seventy thousand grams of gold.

Endowment is gradually becoming a global trend: - the concept gained recognition as the social and economic changes accompanying the rise of capitalism in Europe contributed much to the development of the voluntary sector, where issues of relief and social welfare became part of the landscape in these countries [258, p. 267-268]. The process culminated, in early 2005, with the inclusion of volunteerism in the

draft European Constitution and then in the European Charter as one of the European Community's strategic social activities. In the last few years, many giant corporations have also begun to donate money or return to philanthropy to care for the poor [259, p. 6-7].

This was done by some non-Islamic giants such as the Bill and Melinda Gates Foundation, established in 2000, and incorporating the Gates Education Foundation and the William H. Gates Health Foundation. The first institution specializes in office technology, while the second is concerned with public health [259, p. 6-7]. The Foundation's programs go beyond a local scope to a global scale, offering scholarships to the University of Cambridge for students from all over the world.

It also aids non-profit institutions and renders assistance to poor communities in a few countries and international endowment institutions, including the Foundation for International Community Assistance (FINCA), which seeks to rehabilitate individuals. Additionally, the endowment targets qualified individuals, especially women, and gives them small loans ranging from (350 USD) three hundred and fifty dollars [400, v. 2, p. 13-17]. Perhaps this requires Islamic endowment to look at how endowment is being implemented in the non-Islamic world, despite its late appearance.

Endowment concept applied to health care in higher education. Previous studies have shown the importance and significance of endowment at higher institutions [338, v. 2, p. 21-29; 339, v. 4, p. 264-297; 401, v. 83, p. 129-130; 341, v. 5, p. 21-23; 342, v. 1, p. 35; 69, p. 323-332]. According to Fayzee [344, v. 1, p. 12-17] and Mahamood [69, p. 191 & 70, p. 3-9], many institutions ultimately resort to the practice of endowment to sustain the necessities that enable their higher educational activities to move forward. Al-Azhar University is a great example of an old, renowned higher institution that depends on endowment funds to survive and is globally recognized as an endowment-based university. The study concentrates on the International Islamic University Malaysia (IIUM) as popular contemporary higher institution, focusing mainly on both the practice and impact of endowment on university's medical services.

To launch effectiveness of endowment practice at the above-mentioned University, it is relevant to reckon between the year of IIUM's establishment and the year when the practice of endowment was utilized. IIUM was established in 1982, while the IIUM Endowment Fund (IEF) was established in 1999 by the university's second rector, Prof. Dr. Abdul Hamid Abu Sulaiman (Datuk). The main purpose of the IIUM Endowment Fund is to render assistance to less privileged students. This is not limited to academic assistance but is to ensure the student's holistic wellbeing, particularly in medical and health related issues [402, v. 9, p. 3-4].

This comprehensive literature establishes empirical efforts of researchers in dealing with academic integrity, endowment, and scholarship. However, the majority of these studies focus mainly on prevalence and problematic nature of the theme. In this regard, the reality of insufficient research works on causative factors of academic integrity remain undisputable [403, v. 2, p. 35]. Profoundly, a single study investigating the impact of endowment and scholarship on academic integrity has not been found and this study stands a chance of being the first research exploring this reality.

CHAPTER II. RESEARCH METHODOLOGY

Scientific technique is a method consists of a few directions and measures which a researcher must 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. For, without the application of methodical approaches, the correspondence between the findings and the phenomena in the real world may be a sheer coincidence [404, v. 2, p. 9-10].

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. 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 [283, v. 9, p. 17-33].

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. This chapter discusses the techniques and procedures involved in conducting the study, particularly the population, sample, sampling procedures, validity and reliability of academic dishonesty, data collection and analysis.

2.1. Research design, population, sample size and instrumentation

Research design as defined by Yin is the logical sequence that connects the empirical data to a study's initial research questions and, ultimately, to its conclusion.

Another way of thinking about a research design is that it is dealing with at least four problems: what problems to study, what data are relevant, what data to collected, and how to analyse the results [405, v. 17, p. 12-17]. This research was conducted by employing quantitative approach. Quantitative research is a formal, objective, systematic process in which numerical data are utilized to obtain information about the world [406, v. 15, p. 35-46]. Quantitative research is inclined to be deductive.

Surveys are valuable in describing the characteristics of a large population making the results statistically significant. High reliability is easy to obtain, and researcher's subjectivity is greatly eliminated in a survey method because of its standardization.

The survey research method is suitable for an exploratory and descriptive study of this nature. It is in line with Gay's description of descriptive studies. He says it involves collecting data in order to answer questions concerning the current status of a subject under study and report the way things are [407, v. 16, p. 83-96].

Fowler describes that a survey is carried out to produce quantitative or qualitative descriptions of some aspects of the population studied, of which this study was an exploratory and descriptive meant to determine endowment and scholarship impact on academic integrity of university students [408, v. 12, p. 1233-1237]. He further added that the primary means of collecting data is by asking questions in which their answers constitute the data to be analysed. For the purpose of this study, questionnaire was adopted to explore the impact of endowment and scholarship on academic integrity among the students at above-mentioned universities.

Population and Sample. The selection of population must precede the selection of the sampling stage and it must be done carefully regarding the selection criteria, desired size, and the parameters of the survey population [409, v. 3, p. 19-23]. In handling data distribution, the researcher uses a simple probability sampling that provides every member of control 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. Thus, the sample size out of entire population of

this research comprised three hundred and three students of which were both the local and the international students of Al-Azhar University, and two hundred sixty-five were selected from both the local and the international students of Khazar University accordingly.

Determining the adequacy of the sample size. The determination of the sample size is an important decision in conducting research because it affects the generality of the results. Hussain reported that a good sample is one that is a representative of the population so that the findings can be generalized [404, v. 2, p. 9-10]. Too small sample (e.g. Al-Azhar and Khazar Universities in this scenario) may not be useful in generalizing the results, and wrong decision might be made concerning the validity and hypotheses. Too large sample can also lead to erroneous conclusions.

The ideal sample size depends upon the type of research involved. Researchers state the general rules for determining statistical power as five observations for each independent variable, and this ratio should never be less than 5:1, and then the results will be of doubtful accuracy and lacking in generalizability [410, v. 2, p. 13-19]. Indeed, statisticians indicate that the required level is between 15 and 20 observations for each independent variable. If this rule is followed, the result should be valid for generalization, provided the sample is representative.

Based on the simple random selection, the initial plan was to generate the sampled five hundred and sixty-eight students (303= Al-Azhar University and 265= Khazar University) through SPSS, but such a procedure was impracticable due to unbearable circumstances of Covid-19 pandemic which may not allow the researcher to trace and locate the random selected participants for proper participation. As stipulated above, five hundred and sixty-eight of three hundred and three as the maximum sample, and two hundred and sixty-five which is noted as the minimum sample size of the study is bigger than sample size projected in review of Basic Statistics of researchers [411, v. 11, p. 19-21]. According to these researchers, two hundred and eighty-six subjects and three hundred thirty-three are accurate for a thousand and two thousand populace sizes.

Instrumentation: Validity / Reliability. The source of the instrument for this survey has been established above. In terms of instrument's validity, a valid test enables one to draw appropriate, meaningful, and useful inferences. Yin asserts that a good validation of the instrument will also ensure reliability of the test. Regarding the validity of the readymade instrument to be used in this study, in respect of the instrument at hand, it has very good concurrent validity with significance correlations [405, v. 17, p. 12-17].

Reliability is similarly significant to enable the test to measure consistently what it is supposed to measure. Reliability is the "extent to which a variable or a set of variables is consistent with what it intends to measure" [410, v. 2, p. 13-19]. Accordingly, high reliability (internal consistency) indicates that items measuring the same construct are highly inter-correlated. As stated by authors i.e. University Kuala Lumpur (UniKL) that the most recent examination shows low levels of internal consistency for the Academic dishonesty with split-half correlations of .59 men and .31 for women regarding cheating tendency. The scale uses a 4-point scale from "strongly agree" (1) to "strongly disagree" (4).

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. These were all applied and analyzed to answer the threefold research questions as stipulated above. Ethically, this instrument was adopted after a significant ethical step by securing a license to use it from the author/University Kuala Lumpur.

2.2. Data collection and data analysis

After the approach involved in determining the sample size and procedure as explained above, researcher proceeds with the distribution of the questionnaire to the selected students at the two Universities. Supportive measures were put in place to ensure appropriately attainment of the distribution. For instance, a letter requesting

permission to get details of targeted students was forwarded to the relevant divisions of both universities (appendixes A, and B). Although, the process to obtain participants' data was not initially easy for the researcher, because the responses of acceptance from both universities was previously based on direct dissemination of the questionnaires to the targeted students on behalf of the researcher. However, a partial data of these students was released was a substantial amount of effort and persuasion.

In the case of Al-Azhar University, Cairo-Egypt, a division known as 'centre for students' was contacted and agreed to distribute the questionnaires to the students. However, two students currently studying at Al-Azhar University were appointed purposely to assist in data collection cum distribution in Cairo, Egypt where the targeted students of Al-Azhar University are located, and the incentives were provided.

Concerning the participants from Khazar University, the representatives (e.g., coordinator and vice deans) of all schools namely, 1- School of Science and Engineering which consists of 9 departments, 2- School of Economics and Management of 2 departments, 3- School of Humanities, Education and Social Sciences also contains 7 departments, 4- and another two divisions, 1- International Affairs Office, and 2- Finance Division (to obtain the document that scrutinized and outlined the students' scholarship statuses) were all contacted to ensure accurate distribution and collection of the questionnaires.

Fortunately, these two selected Universities have opened functioning email accounts for their students as a result of the ongoing Covid-19 which has necessitated online and distance learning on students. Despite that all the students' email addresses (especially Khazar University) can be accessed directly through their official websites; the researcher ensures legit procedure for sustainability of research ethics. Thus, the questionnaires were sent directly to the control group by the above-mentioned divisions/departments at both Universities.

The population of this study at both universities covers undergraduate and postgraduate students, local and international students, and males and females. Although, the researcher did not give any special consideration to any of the above demographic variables, but the data conceals all to ensure equal opportunity of

participation in conjunction with what researchers reported that simple random selection is a technique at which every individual in the designated populace have an equal and independent opportunity of being chosen as a sample [412, v. 2, p. 122-131]. However, the sample of 305 at Al-Azhar University students comprising 237 students at bachelor and master's Levels, and 68 doctoral candidates of almost every Kulliyyah (faculty), 160 males and 143 females, also 140 international and 163 local students were selected through a simple random method of sampling. Subsequently, the same procedures were adopted in distribution of the instrument amongst Khazar University students.

As the study sampled 265 of all (undergraduate=174-postgraduate=91, 118 males and 147 females, 109 international and 156 local students) categories. The selected sample is representative of the proportion of both universities. The table below (2) has given an overview of two demographic variables and total number of selected respondents from each Kulliyyah. The table is displayed to establish the authenticity of the step-by-step procedure in generating data from the second university (Al-Azhar) which is situated out of Azerbaijan station.

It is important to explain a main strategic method that prudently affects the analysis of this study. Starting with Khazar University, the participants were methodically allotted into four classes in accordance with their academic scholarship status at the Khazar University. That is, (a) 25% of scholarship recipients among the participants =48 were grouped with non-scholarship beneficiaries as “non-scholarship,” (b) those participants =81 with 50% and 75% were in the same group as “partial tuition scholarship,” (c) students =79 with full-tuition waiver (100%) were made as a separate group and tagged as “full-tuition scholarship,” and conclusively (d) participants =57 with full (100%) tuition and monthly stipends were in the same category as “full tuition with stipends.”

Table 2.1.2. Distribution According to (Gender and Faculty) Demographic Variables

Kulliyah	Male	Female	N	%
SHARL	15	11	26	8.6
THEOL	16	11	27	8.9
ISTAC	8	6	14	4.6
FORE	36	39	75	24.7
ISBF	9	4	13	4.3
EDUC	8	6	14	4.6
KENMS	18	8	26	8.6
ENGINEERING	17	5	22	7.2
ICT	9	6	15	4.9
HS	47	16	63	20.7
MEDICINE	2	1	3	1.0
PHARMACY	2	1	3	1.0
SCIENCE	1	2	3	1.0
TOTAL	188	116	305	100.0

Table 2.1.3. Khazar Participants' Scholarship Status **Frequency** **Percent (%)**

25% None-Scholarship Recipients	48	18.1
50%-75%=Partial Scholarship Recipients	81	30.6
100%=Full Tuition with no Stipends	79	29.8
100%=Full Tuition with Monthly Stipends	57	21.5
Number of Selected Respondents by SPSS	265	100.0

As for the selected participants of Al-Azhar University, the control groups were categorized into three categories respectively. The categorization patterns are as follows, (1) students =102 with full (100% no tuition paid with monthly stipends) scholarship, (2) students =103 with half scholarship, and (3) last category are the students =98 with zero scholarship. It is noteworthy to pinpoint the scholarship procedures at Al-Azhar University in terms of deduction of scholarships of any student who fails or the first time from “full to half” and from “half” to zero” when a student fails for the second time.

So, the researcher obtained the data that contained e-mails, addresses (and contact numbers of Al-Azhar University students only) of the postgraduate students of the control group. SPSS was used to select the respondents randomly; this is just to ensure that each participant is given equal and independent chance of being selected to be able to establish a kind of generalization of the sample to the entire population. A study reported that, simple random sampling is a method in which all individuals in the selected population have an equal and independent chance of being selected for the sample [412, v. 2, p. 122-131].

All selected participants were categorically contacted via their e-mails. Firstly, to make them to understand the nature and objectives of this study; secondly, to create awareness on the importance of their responses to the sent mail by making them realize the fact that, the questionnaires of this study are meant be answered by them. Considering that they were randomly selected by SPSS computer program (Appendix C). it is important to acknowledge that the assigned representatives in Cairo for data collection among Al-Azhar University students were so supportive; this is because the researcher came to realize that, waiting until each participant replies to the e-mail might take more than necessary time.

By this, the researcher implores the representatives to contact and work on meeting those who confirm their availability in Cairo by which some hard-copy questionnaires were distributed to the exact participants through their country mates, and many were handed over to them through house mates. Thus, a lot of phone calls, SMS were made to fix appointments with some of the control group.

Table 2.1.4. Al-Azhar Participants' Scholarship Status **Frequency** **Percent (%)**

Full Tuition with Monthly Stipends	102	33.7
Full Tuition with Half-Monthly Stipends	103	34.0
Full Tuition Without Monthly Stipends	98	32.3
Number of Selected Respondents by SPSS	303	100.0

Data Analysis. Statistical data investigation is concerned with development and application of methods and techniques for organizing and analysing quantitative data [361, v. 3, p. 19-23]. Therefore, the obtained data were coded numerically for subsequent analysis. 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?” was 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 ten items of questionnaire was 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 were explored. Finally, the recommendations are provided from researcher’s innovation driven by empirical textual and from what recommendations and opinions shared by the control group.

CHAPTER III. RESULTS AND DISCUSSION

This quantitative nature of data analysis is concerned with development and application of the approaches and techniques applied to organize and analyze statistical data [409, v. 3, p. 19-23]. The purpose of data analysis is to summarize observations to provide answers to 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, three hundred and three (303) students were selected through SPSS. During the distribution of the data, the entire three hundred and three (303) questionnaires were distributed to the students, and the total number of the returned questionnaires was two hundred and seventy-seven (277).

During the analysis, 26 questionnaires were removed because some of the participants did not return adequately administered their responses and some questionnaires were not returned unanswered. Consequently, two hundred and sixty-five (265) was recorded as the total number of Khazar University students of which twenty-three (23) questionnaires were forfeited due to the previously elucidated reasons while two hundred forty-two (242) questionnaires were satisfactorily completed, returned, and discreetly considered for analysis, see table three (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. The first section presents information on characteristics of previously sketched pattern of statistical analyses of Khazar University participants. Section two discusses the findings obtained from Al-Azhar University participants, using similar pattern used for Khazar University participants. The last section provides a regression (linear) analysis to examine the significant values of the variables. 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 control groups were presented separately, of which similar approach was used in analysing and presenting those findings.

3.1. Sample Characteristics

To minimise volume of this analysis, the sample characteristics in this study exclude demographic variables such as gender, academic level, and country of origin of the participants. Rather, table four (4) shows a frequency of Khazar University participants' scholarship status. The sample comprised forty-six (46) (19.0) of a group of students who are considered non-scholarship recipients, seventy-three (73) (30.2) of students with partial scholarship, seventy-one (71) (29.3) represents recipients of full tuition scholarship among students and fifty-two (52) (21.5) as a group of full tuition with monthly stipends. In respect of the Khazar participants' classifications as stipulated above, a frequency table that displays percentages together with cumulative percentages of each group was created, see table four (4).

The results of this study were organized into three (3) with regards to the threefold research questions and hypotheses. Meanwhile, presentation of a long table consisting of all the items of the questionnaire is relevantly insignificant. Given that, the document which contains the twenty-two (22) items of the instrument.

Table 3.1.5. 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

Table 3.1.6. Frequency of Khazar Uni. Participants' Scholarship Status

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Non-scholarship Recipients	46	19.0	19.0	19.0
Partial Tuition Scholarship Recipients	73	30.2	30.2	49.2
Full-tuition Scholarship Recipients	71	29.3	29.3	78.5
Full tuition with Monthly Stipends Recipients	52	21.5	21.5	100.0
Total	242	100.0	100.0	

Procedures Involved in Answering the Threefold Research Questions.

The first part of the questionnaire consists of five (5)-items (AD1-AD5) measuring the effects of endowment and scholarship status on students' perceptions towards academic dishonesty as research question one. Thus, the question was analysed according to the above scale that contains five (5) items, and fifteen (15) other items measure the impact of endowment and scholarship on academic integrity and causative factors of academic dishonesty at the selected universities.

For each scale, a four-point Likert scale (“Strongly Agree”, “Agree”, “Disagree”, and “Strongly Disagree”) was premeditated for easy analysis and interpretation.

Khazar university scholarship and endowment statuses: students' perceptions towards academic dishonesty. This measure focuses on the frequency of the impact of endowment and scholarship on academic integrity among the control group. The data analysed in this segment is derived from an investigation of the data that signifies students' perceptions towards academic dishonesty among the students of the two Universities. In stipulating insights into the endowment and scholarship impact on academic integrity among the two selected Universities, raw means and standard deviation values of all items were demonstrated through descriptive statistics.

The table 3.1 shows 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 many universities (AD1= Academic dishonesty affects educational environment in many universities). For instance, 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 control group perceive academic dishonesty to be a problem that affects the general population of the higher institution. Meanwhile, the AD2 which reads "I am very concerned about unethical behaviour of my fellow students" illustrates no difference among all the participants of various scholarship status except the third category (i.e., Partial-Tuition Scholarship Recipients) that shows a slightly higher mean value (=2.34) and standard deviation (= .50).

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". Concerning the

participants' responses on item number four (AD4 = "in my opinion, students perform unethical behaviour because they are not aware of the punishment"), the output affirms the great similarity among these various categories in the sense that the mean values and the standard deviations of the participants are closely tight (i.e., non-scholarship recipients' $m = 1.82$ and $std. d = .52$, "partial scholarship recipients' $m = 1.87$ and $std. d = .59$, "full tuition scholarship recipients' $m = 1.66$ $std. d = .50$, and full tuition scholarship recipients' $m = 1.42$ and $std. d = .49$. regardless of differences in the scholarship status of the control group, these findings signify the acceptance of the participants that students perform unethical behaviour as a result of their unawareness of the punishment.

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 (table 3.1).

Table 3.1.7. Means and Standard Deviation Case Processing Summary (AD1 - AD5)

KHAZAR Uni. Participants' Scholarship Status		AD1	AD2	AD3	AD4	AD5
Non-scholarship Recipients	Mean	1.0000	1.8478	3.4348	1.8261	3.3913
	Std. Deviation	.00000	.81561	.50121	.52933	.74471
Partial tuition Scholarship Recipients	Mean	1.8767	2.3425	3.3288	1.8767	3.3151
	Std. Deviation	.33104	.50605	.52849	.59966	.79716
Full tuition Scholarship Recipients	Mean	1.7324	1.9155	3.3662	1.6620	3.5634
	Std. Deviation	.44586	.28013	.59135	.50550	.71179
Full tuition with Monthly Stipends Recipients	Mean	1.2885	1.0000	3.7115	1.4231	3.5192
	Std. Deviation	.45747	.00000	.49849	.49887	.54198

3.2. Scholarships and endowments impact on academic integrity of Khazar university students

To summarize this scale, five items (A1-A5) was analysed. Given that, a similar approach of data analysis as introduced in previous research question, the findings of the current question were concisely presented. The mean values and standard deviation ($m=1.56$, $std. d.=.50$) of the category with non-scholarship recipients admit that they sometimes plagiarize to get high grades for their assignments. The mean and the standard deviation in the second item (A2= “in my opinion, I cheat in exam because I am afraid of failing in the subject”) is highly significant $m=3.50$, $std. d.= .65$. This estimation establishes that the students of no scholarship strongly disagree to the above stated item.

Consequently, this category equally registers a disagreement to A3= “personally, I may practice academic dishonesty because I am worried about being embarrassed in front of others for mistakes that I might do” via the higher mean= 3.36 and standard deviation =.60. as per the last two items, A4= “I may perform academic dishonesty to maintain my high performance” and A5= “I emphasize more on grades than learning”. The findings (A4, $m=1.45$ with $std. d.=.50$ and A5, $m= 1.6$ with $std. d.- .46$) exhibit confirmation of their agreement towards A4 and A5 as attributed above. The next category are the participants with partial tuition scholarship recipients.

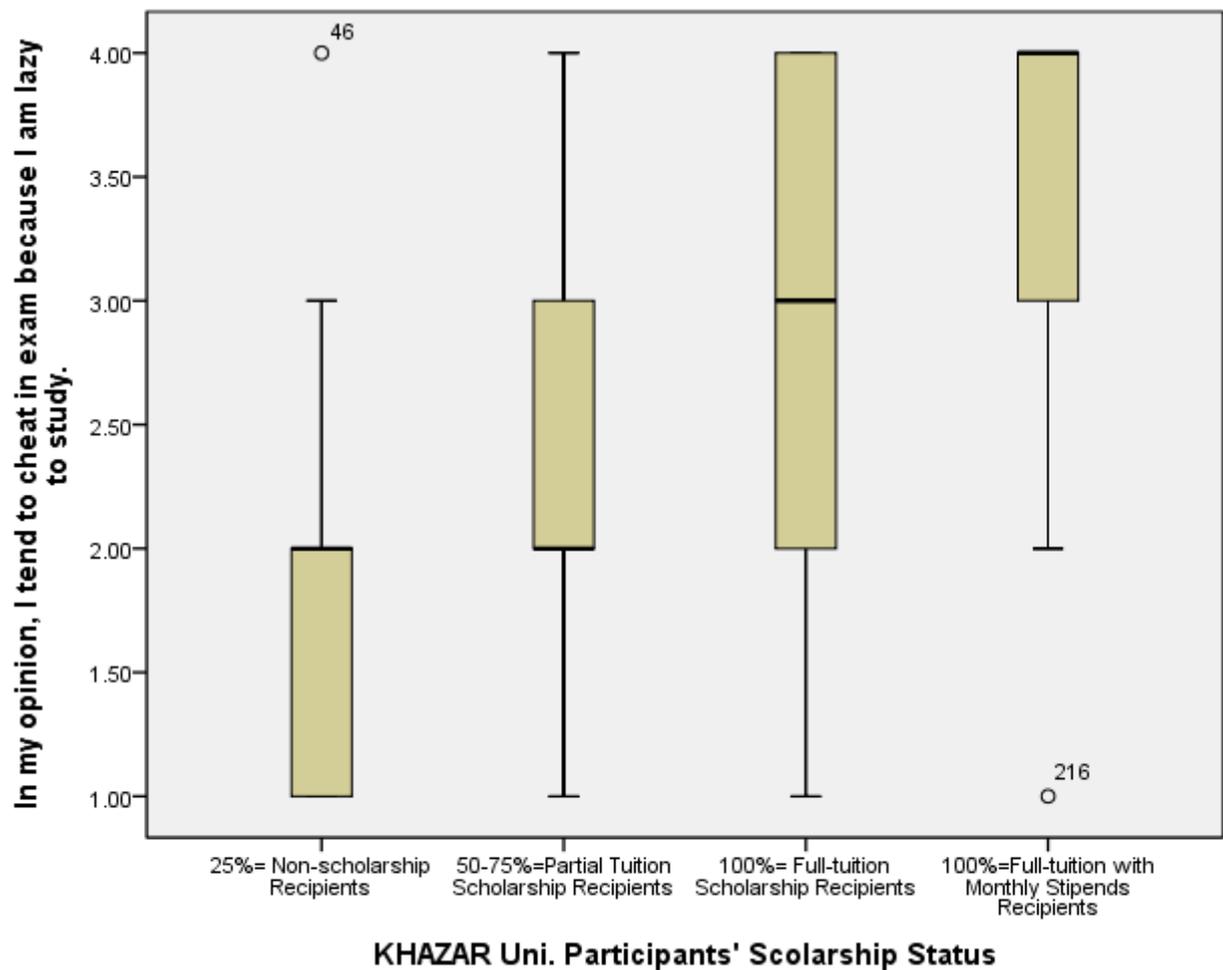
The participants agree to the first item (A1 “Sometimes I plagiarize to get high grades for my assignments”), $m= 1.75$ with $std. d.= .66$. In contrary, they strongly disagree to the content of A2 “In my opinion, I cheat in exam because I am afraid of failing in the subject”, where $m=3.47$ and $std. d.= .60$. Afterward, they show highly significant mean= 3.52, with .55 which indicates the participants’ disagreement. They register their agreement on A4: “I may perform academic dishonesty to maintain my high performance” ($m=1.45$, $std. d.- .50$) and A5’s mean= 1.69 with $std. d.= .46$. The participants with “full tuition benefit” show a notably higher mean value (A1=3.15, A2=3.22, A3=3.19, A4=3.07) and standard deviation (A1=.62, A2=.81, A3=.78, A4=.66) on all domains except an item A5 ($m=2.25$ and $std. d.=1.03$) which reads, “I

emphasize more on grades than learning”. The last category in terms of Khazar participants’ scholarship status is the “recipient of full tuition with monthly stipend”. This group were found with slightly low mean=2.84 and standard deviation=.82 in item A2, of which A1: m=3.32 with std. d. .58, A3: m=3.25 with std. d.=.76, A4: m=3.36 with std. d.=.65 and A5: “personally, I may practice academic dishonesty because I am worried about being embarrassed in front of others for mistakes that I might do” m=3.32 with std. d.=.70 (table 4.2).

Based on the above stipulated analysis of all the items of the questionnaire used in measuring and answering the twofold questions of this research, tables 3.1 and 3.2 are presented. However, to further establish the similarity detected amongst the Khazar University participants in view of variety of scholarship in item A2 of this research, a histogram’s boxplots is provided for reader’s review (Figure 1).

Table 3.1.8. Means and Standard Deviation Case Processing Summary (A1-A5)

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



Graph 3.1.1. Histogram's boxplots of scholarship status among Khazar University participants.

3.2.3. 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). Similarly, Al-Azhar control group are divided into three based on their scholarship namely, "Tuition Free with Monthly stipends Recipients", "Students with half Scholarship" and "Students with zero scholarship". Noteworthy, these groups are equally coded as (G1, G2, and G3). 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 $std. d.=.49$).

This estimation shows a strong correlation in participants' admission to the item under AD1. Correspondingly, the result shows a greater comparison as the mean value of G1 =1.28 with $std. d.=.45$, G2= 1.33 with $std. d.=.47$, and G3 =1.23 with $std. d.=.42$, which confirms the participants acceptance to the item regardless of their different scholarship status. 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 their 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, see table 4.3 below.

Table 3.1.9. Means and Standard Deviation Case Processing Summary (AD1-AD5)

AL-AZHAR Uni. Respondents' Scholarship Status		AD1	AD2	AD3	AD4	AD5
No Tuition paid with Monthly stipends Scholarship	Mean	1.3261	1.2826	3.5761	1.0326	3.6087
	Std. Deviation	.47135	.45273	.49688	.17858	.53363
Students with half Scholarship	Mean	1.0000	1.3333	3.4839	1.4194	3.0860
	Std. Deviation	.00000	.47396	.50245	.49613	.85537
Students with zero scholarship	Mean	1.4130	1.2391	3.5217	1.3696	2.8370
	Std. Deviation	.49508	.42889	.50226	.48533	1.04068

Scholarships and endowments impact on academic integrity of Al-Azhar university students

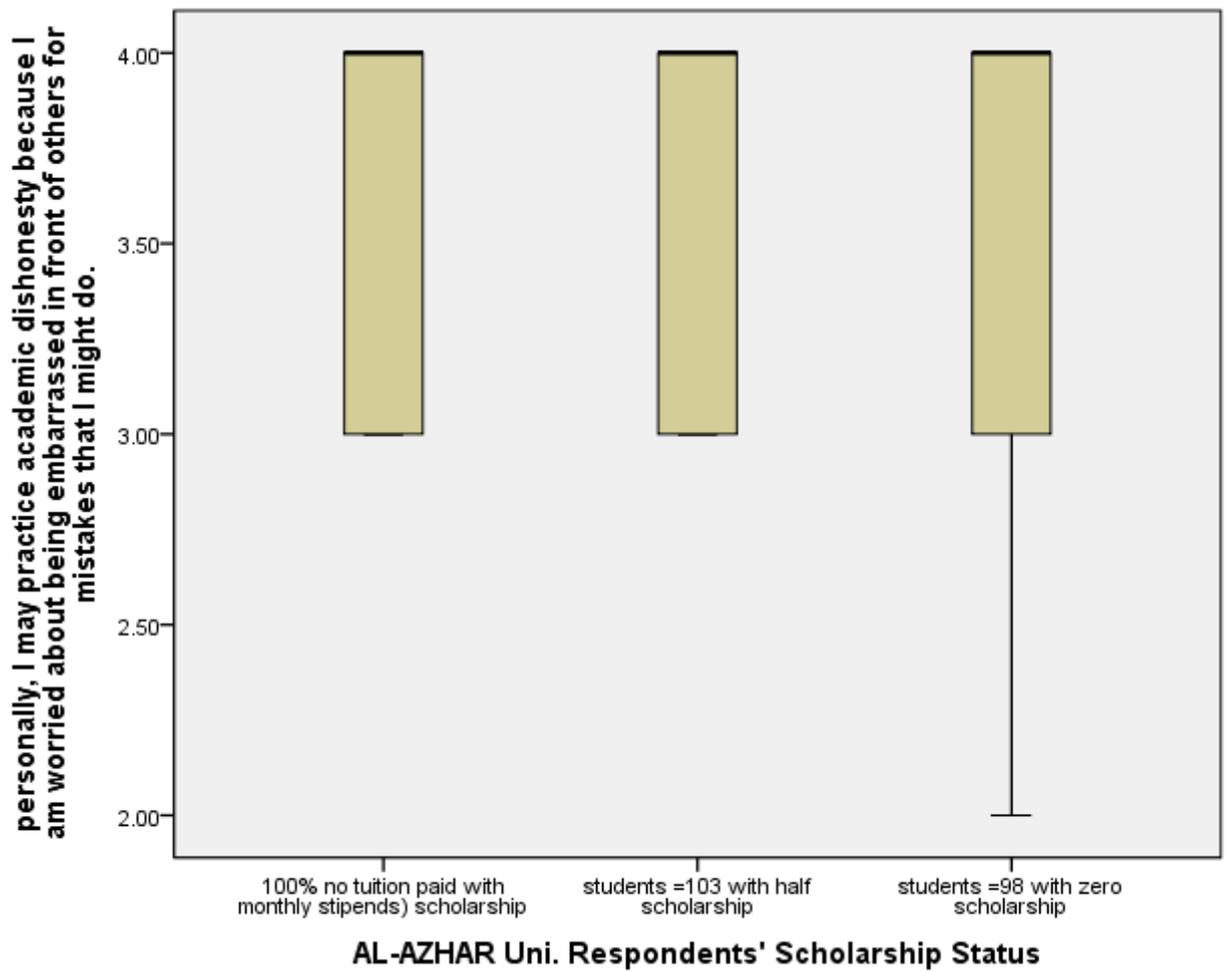
Table 4.4 illustrates a significant difference among the control group of Al-Azhar University. Interestingly, G1 (Tuition free with monthly stipends recipients) were found with the highest mean value (3.60) likewise standard deviation (.59) amongst the rest on A1 which reads “sometimes I plagiarize to get high grades for my assignments”. This means value buttresses that they strongly disagree with the above pinpointed (A1) item. In contrast, other categories such as tuition free students with half monthly stipends (G2) and the students without monthly stipends among the participants were found with low mean values and standard deviation. G2’ $m=1.06$ with $std. d.=.24$ and $m=1.79$ with $std. d.=.58$ is the case of the participants grouped as G3.

Concerning the second item (A2= “in my opinion, I cheat in exam because I am afraid of failing in the subject”), G1 was also reported with the highest $m=3.45$ and $std. d.=.50$, while G2 $m=1.27$ $std. d.=.49$ and G3 $m=1.60$ and $std. d.=.49$ were reported with low values. However, on item three (A3=personally, I may practice academic

dishonesty because I am worried about being embarrassed in front of others for mistakes that I might do), no significant difference was registered among all the groups in mean and standard deviation values. For instance, G1's $m=3.53$ with $std. d.=.50$, $m=3.50$ with $std. d.=.50$ is the case for G2 and G3's $m=3.50$ with $.50$. This similarity insinuates the participants' disagreement with that item. Continuously, G3 stands out with the highest mean (3.44) and standard deviation (.65), in relation to their disagreement to A4 which says, "I may perform academic dishonesty to maintain my high performance", on the other hands, G1 was reported with $m=2.93$ with $std. d.=.79$ and G2 was found with $m=1.22$ with $std. d.=.64$. The mean values between G1 and G2 show slight difference in terms of their agreement to the above stated item, mounting that although the G1 display their agreement but G2 agreement to the concept is stronger. Concerning A5, the difference that was found among the three groups was insignificant. Hence, they were all reported (G1 $m=1.92$ with $std. d.=.82$, G2 $m=1.74$ with $std. d.=.64$ and G3 $m=2.09$ with $std. d.=.79$) to agree to the item ("I emphasize more on grades than learning").

Table 3.1.10. Means and Standard Deviation Case Processing Summary (A1-A5)

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



Graph 3.1.1. Histogram's boxplots of scholarship status among Al-Azhar University participants.

Similarly, to shed more insights on item A3 where all the three categories of the control group were reported with almost the same higher mean values and standard deviation, a histogram's boxplots is provided, check figure 2.

Table 3.2. Analysis of variance-ANOVA^a of A1-A5 items.

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	31.138	5	6.228	5.777	.000 ^b
Residual	192.949	179	1.078		
Total	224.086	184			

a. Dependent Variable: ACADEMIC INTEGRITY

b. Predictors: (A1-A5), SCHOLARSHIP/ENDOWMENT

3.3. Discussion of Survey Analysis

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 disagrees 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 was done separately. To begin with Khazar University control 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 participants.

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 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 was in line with what was reported for the participants with zero scholarship and what was reported for the first two categories of Khazar control 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.

CONCLUSION AND RECOMMENDATIONS

This chapter 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 of the two 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. The key findings from this empirical study have been emphasised via students' perceptions and individual influences as pinpointed in two fractions of the instrument.

Summary of Findings. Obviously, this study adds to the existing evidence [9, v. 64, p. 522-38; 3, v. 11, p. 261-74; 10, p. 873-90; 11, v. 4, p. 226-49; 12, v. 24, p. 93-107; & 13, v. 21, p. 3-22] 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 [49, v. 4, p. 477-482]. The findings illustrate that, despite 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 [235, v. 2, p. 231-242].

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.

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 and Al-Azhar 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 and students with zero scholarship of Al-Azhar disagree. Apart from the group of full tuition with monthly stipend which disagree with A5 item, all the remaining categories of Khazar agree that they emphasize more on grades rather than learning. Meanwhile, all the groups of Al-Azhar participants regardless of their scholarship status agree to this item.

Finally, to explore the significant level of research question of this study regarding the impact of the scholarships and endowment on academic integrity among the participants of Al-Azhar University students and Khazar university students respectively, independent variable (academic integrity) and control variables (endowment/scholarship) were regressed onto the classifications of scholarship via items A1-A5 of the questionnaire. Variables were systematically placed into a multiple regression grouping the participants into different categories in accordance with their endowment and/or scholarship status. Consistent results across models were indicated

in Table 5. The logged entire classifications of scholarship predicted academic integrity of students through the five selected items, $F(5, 179) = 5.777$, $p < .0005$, $R^2 = .139$, making the variables statistically significant (Tables 3.2).

Conclusion

Relevantly, the researcher re-emphasises 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 control group were discussed. Thus, this study concludes that all the control group confirm that academic dishonesty affects their universities. Majority of these students are truly disturbed about unethical conducts of their peers.

The participants affirm that the authority (at the selected universities) doesn't impose serious corrective punishment to students with unethical conducts, but they however believe that the university scholarship structures and procedures of sustenance enforce certain attributes which could threaten or strengthen students' academic mentality that greatly reflects and determines their conducts towards academy.

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

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. Probably because the above stated factor has no short term or long-term impacts 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. 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.

Recommendations and scientific innovations. This chapter provides the recommendations for universities, students, lecturers and for the upcoming studies in the area. Based on the findings of this study, the recommendations are as follow:

General Scientific Innovations

Hence, the university lecturer has several responsibilities and tasks in order to impose academic integrity, including:

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 their behavior should be free from 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.

Scientific Innovation for University. The university authority should find a means to return institutional organizations and lecturers to those previous days when education was respected, worthy, and appropriately rewarded occupation. Besides, universities should learn more about the importance of endowment and adopt the system to generate funds and use the funds to support and encourage their students. While doing so, need-based scholarship should be ranked higher without giving room for any form of discrimination.

Consequently, the researcher recommends endowments organizations that focus on education to Khazar or any other Azerbaijani University student to whose area of research pertains to endowment for relevant academic support. Obviously, promotion of the endowment research interest through contemporary research exploration is one of the motives of majority of these endowment organizations. Thus, most graduate

students are not the target of the organization, but a minority whose area of research concentrates on issues pertaining to endowments.

Regardless of this, studies find endowments more advantageous and beneficial than many types of conditional scholarship awards. Accordingly, university and college revenues vacillate over time with fluctuations in enrollment (tuition fees), donor interest (gifts), and general support. Although endowment earnings also vary with changes in financial markets and investment strategies, most institutions follow prudent guidelines designed to protect economic fluctuations and produce a relatively steady stream of income. Since the endowment principal is not spent, the interest generated from endowment earnings supports institutional priorities year after year. This stability is especially important for activities that cannot be started and stopped easily, or for which fluctuating levels of support can be costly or debilitating. Endowments frequently support student aid, faculty positions, innovative academic programs, medical research, and libraries.

Based on this, this part of the study encourages subsequent researchers of future studies to evaluate the research interests among the postgraduate minority on endowment concept through the justification and rationalization of conflict of interest.

Scientific Innovation for Students. It is recommended that students should:

- 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.

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

Besides, many students were unable to sustain scholarships from the inception of their academic programs. Despite that, they successfully completed their program through endowment fund at their universities. The undisputed existence of financial discrimination against doctoral students at some universities, especially in this part of the World, necessitates this segment. Possibly, analyzing the impacts of education

endowment on this category (doctoral and graduate students in general) could fetch effective change.

Therefore, among the objectives of this segment was to establish the extent to which the endowment program affects the completion of both the undergraduate and the postgraduate academic programs. The insights were rooted into different perspectives, including but not limited to constituted procedural conditions to gain an endowment support and different influences of academic level (student academic status) of the endowment applicant.

Scientific innovation for lecturers. In order for lecturers to be able to influence students' behaviour greatly, they should embrace noncompetitive procedures to conquer required academic objectives. They need to sacrifice by helping their students grow a firmer commitment to the learning process and by stimulating an internal "code of conduct" in their students who naturally resist misconduct. Furthermore, lecturers must assist their students to improve vibrant understanding and elucidations of cheating. Moreover, they should nurture and generate an educational philosophy that supports and promotes academic integrity.

Scientific Innovation for Future studies. A substantial percentage of the control group of this study pinpointed uncertainty, confusion, or naturalness with regards to many forms of academic dishonesty and/or misconduct, perchance upcoming investigation could be done to refine the characteristics of dishonesty and misconduct in academic settings. Profoundly, this enhanced understanding of misconduct and dishonesty in academic environment would probably constitute the great approaches to abate or avert the conduct.

Given that, behavioral forms can be introduced in connection to certain variables such as academic grade level, sex, and ethnic group, perchance upcoming research could be completed from these perspectives. An extensive data analysis established in this study could be addressed and subsequent questions could be explored. For instance, perceptions of genders vary. So, should different institutional approaches and costs for academic dishonesty cum misconduct be established by educators in line with gender differences.

Finally, future study can expand the scope of study to the governmental scholarship schemes and consider the extension and detailed information about the classification of governments scholarship of the selected countries.

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