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**TOWARDS THE PROBLEM OF PLAGIARISM IN HIGHER EDUCATION:
THE STUDENTS' PERSPECTIVE**

Abstract

The paper discusses the problem of plagiarism in higher education from the standpoint of students' perception of the phenomenon in question. The empirical data comprise the results of the recent survey conducted among the first-year students of the Faculty of Psychology and Educational Sciences of Tbilisi State University, of the academic year 2020-2021. The aim of the research is to collect and analyze students' views concerning the following issues:

1. The main causes of plagiarism in higher education;
2. Favorable circumstances for plagiarism;
3. The role of the teacher in the prevention of plagiarism;
4. The role of positive classroom relationships in the struggle with plagiarism.

The study demonstrates that, according to the majority of the respondents, the tendency to plagiarize is primarily a psychological phenomenon. The findings have also shown that the lack of competence may result in the lack of confidence, which, in turn, is perceived as the main cause of plagiarism in higher education by the students. According to the survey, positive classroom relationships have a direct influence on the level of plagiarism in both, curricular assignments and exams.

The findings of the given research were partially presented and discussed at a special regional conference "Honesty, Trust, Unity: Academic Integrity & Education in a Globalized World", in February, 2021.

Key words: plagiarism, cheating, classroom relationships, higher education

1. Introduction

As is known, nowadays, in the era of highly developed Internet technologies and overall accessibility of information, the educational process has become greatly facilitated and significantly

more convenient, than it used to be back in the days when students had to spend endless hours at libraries in the search of the necessary information. The life before the Internet has become a distant memory now and today's students no longer have to leave their homes in order to get the chance to read the works of leading scholars, nor do they have to flick through encyclopedias and dictionaries, searching for definitions. All they have to do is to google something and there it is – all manner of information that can help modern students do some quality research in order to complete tasks and meet deadlines. Besides, teaching itself has never been so student-oriented, as it is today. The very teaching methods have changed over the last decades, the focus being now mainly on practice, rather than mastering the rules; progressive teachers all over the world do their best in an attempt to comfort their students and encourage creativity in the classroom. Therefore, it would be fair to assume, that now is the time, when students should be the most dedicated and innovative in their pursuits, would it be a simple homework essay or a thesis completion. Nevertheless, the fact remains that the extensive access to vast bulks of digitalized information has aggravated the problem of plagiarism in higher education, as students nowadays seem to become increasingly dependent on external sources of ready-made information, rather than their own knowledge and creative thinking.

There are many forms and definitions of *plagiarism* that can be plainly defined as “the act of taking the writings of another person and passing them off as one's own”.¹ Speaking of university classrooms, though, here on a daily basis we come across the simplest and most widespread form of plagiarism – *cheating*, generally defined as “various actions designed to subvert rules in order to obtain unfair advantages”.² While cheating in the broadest sense may not always have to do with plagiarism, a deliberate act of plagiarism, on the contrary, inevitably entails cheating. Therefore, within the reality of university classrooms, both phenomena, plagiarism and cheating, are closely interrelated, or practically equivalent. In the current paper I use both terms, *plagiarism* and *cheating*, interchangeably, referring to the instances of academic dishonesty, when students copy the information from external written sources, including the works of other students, in order to gain unfair advantages in the course of their studies.

¹ Britannica, T. Editors of Encyclopaedia (2017, November 7). *Plagiarism*. *Encyclopedia Britannica*. <https://www.britannica.com/topic/plagiarism>. Accessed 4 April, 2021

² The Encyclopedia of World Problems & Human Potential (2020, March 18). The Union of International Associations (UIA). *Cheating*. <http://encyclopedia.uia.org/en/problem/134684>. Accessed 4 April 2021

Cheating in higher education is so common, that some students practically achieve a complete mastery of it, and the problem is that sometimes there is little we, teachers, can do about it. One of the major high-school plagiarism surveys of the past two decades, conducted by Donald L. McCabe, provides truly eye-opening and alarming statistics for the scale of cheating in higher education.³ The numbers indicate that 95% of 70,000 students at over twenty-four US high schools admit to having participated in certain forms of cheating, “whether it was cheating on a test, plagiarism, or copying homework”.⁴ Regrettably, widespread cheating in higher education results, to a substantial extent, from the carelessness of certain teachers, who, due to various reasons, prefer to ignore instances of cheating, thus choosing to avoid responsibility, or interference. The Education Week reports that, according to D. L. McCabe, 47% of the students of twenty-five American high schools “believe teachers sometimes elect not to confront students they know are cheating”, while 26% of those students presume that “teachers simply don’t want to be bothered by reporting suspected academic dishonesty.”⁵

While making a draft of the current paper, I was browsing the Web for amusing instances of plagiarism in higher education and came across a truly hilarious story, which might serve as a brilliant example of cheating at its best. The story reads as follows:

“Due to some sort of clerical problem, a friend of mine was just a couple of credits away from graduating at the end of four years at University. Desperate to get the final credits in summer school, he signed up for a class, which offered a few credits on alcoholism. When the final paper (and the only assignment) came up, he decided to pay someone to write it for him. The topic was open-ended; it just had to be something about alcoholism.

My friend picked up his paper from the person who had agreed to write it for him and turned it in. He got it back a week later, having got an "A", so he decided to read what the kid had written. It turned out that the person he paid to write the essay had just copied something from the Internet, which included about one page of general information about alcoholism before it went into a gripping personal narrative of someone’s decades-long battle with alcohol and drugs. So, to recap

³ McCabe, Donald L., Butterfield, Kenneth D., Treviño, Linda K. (2017). *Cheating in College. Why Students Do It and What Educators Can Do about It*. Johns Hopkins University Press, 240 p.

⁴ International Center for Academic Integrity. *Statistics*. <https://www.academicintegrity.org/statistics/>. Accessed 5 April, 2021

⁵ Stricherz, Mark. (2001) *Many Teachers Ignore Cheating, Survey Finds*. Education Week, <https://www.edweek.org/teaching-learning/many-teachers-ignore-cheating-survey-finds/2001/05>. Accessed 5 April, 2021

– a guy pays another student to write an essay, that kid plagiarizes, and the teacher either doesn't notice or doesn't care, and my friend graduates on time.”⁶

As can be seen from the example above, there are three parties in the story responsible for the act of plagiarism, regrettably, one of them being an educator; and there are three main questions arising as a result: 1. *Why* do students mostly tend to seek easy ways of meeting deadlines? 2. *When* are they most likely to cheat? 3. *How* can we, teachers, alter the current state of affairs?

It should undoubtedly be highlighted, that a lot of research into plagiarism and academic integrity has already been done and is still in progress. The works of contemporary scholars demonstrate a substantial amount of data and extensive in-depth discussions of the subject matter (Whitley & Keith-Spiegel, 2000, 2001; Cizek, 2003; Lathrop & Foss, 2005; Anderman & Murdock, 2011; McCabe, 2012; Lang, 2013 etc.) In an attempt to answer the abovementioned questions, though, I decided not to recite any authoritative opinions or rely on already existing research findings. What I did instead was ask my own students about their thoughts on the matter.

In the present paper I attempt to analyze the problem of plagiarism/cheating in higher education from the standpoint of the most topical issues related to the problem in question, based on the results of an anonymous query conducted among the students of the faculty of Psychology and Educational Sciences of Ivane Javakhishvili Tbilisi State University, of the first academic year 2020 – 2021. The study focuses on the following points:

1. The main causes of plagiarism in higher education;
2. Favorable circumstances for plagiarism;
3. The role of the teacher in the prevention of plagiarism;
4. The role of positive classroom relationships in the struggle with plagiarism.

The study enables us to once again see the problem of plagiarism from the students' perspective and delivers a number of recommendations to teachers, thus, providing the ground to reconsider the existing approaches to dealing with classroom cheating, as well as develop novel ones.

2. Methodology and Data

⁶ Enotes.com. "Funniest Plagiarism Stories You know you have some! Among my favorites is a student who was asked to write a paper on Antigone. Alas, not only did she plagiarize from Sparknotes, she made the mistake of copying (word for word, I might add) from the analysis of Jean Anouilh's work, not the Sophocles we were studying. Today's word: B-U-S-T-E-D." *eNotes Editorial*, 23 Jan. 2008, <https://www.enotes.com/homework-help/funniest-plagiarism-stories-385893>. Accessed 5 Apr. 2021.

The focus group included 20 first-year students of the Faculty of Psychology and Educational Sciences of Tbilisi State University, of the academic year 2020-2021, who had expressed willingness to participate in the study. A number of factors determined the selection of the participants:

1. First-year students are still in the process of becoming accustomed to the unusual academic environment. This means that, on the one hand, they have not yet abandoned certain secondary school habits, cheating being one of them. On the other hand, they are trying to adapt to the new university reality, which demands from them perseverance and commitment, for they no longer perceive themselves as children, but as young individuals with a greater degree of responsibility for their academic performance and future careers, which calls for the development of critical thinking and introspection.

2. Relying on my observations, the students of the faculty in question prove to be independent thinkers, as well as diligent and hardworking. They tend to focus on knowledge, rather than grades, which makes cheating less common, yet not entirely excluded, among them.

3. Due to the requirements of their future professions that will inevitably imply concentration on personality, cognitive processes and behavior, modern students of Psychology and Educational Sciences appear to be free of social stereotypes and conventional mindset. At the same time, they reveal themselves as quite observant, with meticulous attention to detail.

All the above mentioned I believe to be a certain guarantee of both, honesty and objectivity, which is of exceptional importance for the given study.

Thus, 20 first-year students of different academic performance took part in an anonymous online query, consisting of the following five questions:

1. Why do students cheat?
2. When are they most likely to cheat?
3. What is the role of the teacher in the prevention of plagiarism in the classroom?
4. Does the level of plagiarism depend on the atmosphere in the classroom?
5. What is the role of positive classroom relationships in the struggle with plagiarism?

For a clearer picture to emerge, the respondents were asked to give extended answers based on their personal opinions and experience. Despite the recent suggestion that people tend to display

greater honesty when speaking a foreign language⁷ (Bereby-Meyer, 2018), the questionnaire for the given study was deliberately compiled in the Georgian language, the students' native tongue, so that not to shackle them with the obligation to use a foreign language, thus causing concern for possible mistakes. Apart from that, all the respondents were my English students and the necessity to use the English language in the query might have activated certain behavioral codes associated with the classroom environment, therefore affecting the cognitive processes, as well as the degree of honesty. Whereas, the use of the native language in the query would, in my opinion, shift the communication to a less formal domain and create a more appropriate environment for the freedom of expression. Judging by the diverse responses received, all the above mentioned together with the anonymity of the query has certainly helped to reach the principal objectives of the study.

The obtained data were carefully observed, compared, analyzed and synthesized, in an attempt to single out common ideas, with equal attention to the differences in the views expressed.

3. Results and Discussion

3.1. The main causes of plagiarism in higher education

The comparative analyses of the suggestions expressed in the responses to the first question of the query, namely, *why students cheat*, has shown that students tend to plagiarize for the following main reasons:

1. To appear better-prepared for the task, in order to get a higher grade;
2. Due to the difficulties expressing their own thoughts and ideas;
3. Due to not being properly instructed or informed about the requirements of the assignment;
4. Due to the belief that someone else's opinion is more relevant and competent than theirs, thus, students pass it off as their own;
5. Due to the lack of confidence;
6. In order to avoid responsibility or the risks of getting lower grades;
7. Due to the lack of time and tight deadlines;
8. Due to low self-esteem;
9. Due to a superficial attitude towards their future professions;

⁷ Bereby-Meyer, Yoella et al. (2018) *Honesty Speaks a Second Language*. In: Topics in Cognitive Science 12 (2020) pp. 632–643. <https://onlinelibrary.wiley.com/doi/epdf/10.1111/tops.12360>. Accessed 8 April, 2021

10. Due to laziness.

As we can see, the majority of the reasons for cheating are of a psychological nature. It is remarkable, that only two of the 20 respondents have named idleness, or laziness as the reason for plagiarism, while the majority of the students believe, that any form of plagiarism in the classroom, in general, results from the lack of confidence and low self-esteem. However, judging by the query responses, the lack of confidence can be caused by the lack of specific, subject-related knowledge. This can easily be explained by the fact that students are certainly more likely to cheat when being unprepared. This is when they mostly choose to rely on external sources, having little or no knowledge about the topic.

In English language classes cheating is most common among the students whose language command is not as good as required. In such cases students tend to copy essays from the Internet, when it comes to curricular assignments. As for exams, here they try to copy from other students, who they believe to be a reliable source of information.

A number of answers that reflect the conclusions above read as follows:

Student A: *“I’m not as good at English as some of my classmates. When I start doing my homework and see that I won’t be able to handle it myself, I feel the need to turn to those students who know more than I do. But due to our busy schedule and high amount of homework, other students cannot always make time to help me with my homework. And I don’t really want others to find out, that I’m having difficulties with the subject and to appear ridiculous in front of the whole class, so cheating becomes the only possible way out. In other words, we cheat instinctively, because of the lack of confidence and the fear to appear incompetent. Cheating is a form of escape.”*⁸

As can be seen above, when trying to explain the reasons for cheating Student A refers to *instinct* as a primal impulse to protect him- or herself from appearing incompetent in the presence of the group. Therefore, by calling cheating a form of *escape*, Student A once again confirms the idea that plagiarism is mainly caused by certain psychological issues, such as vulnerability caused by low self-esteem, as well as the fear of being judged, or ridiculed by peers.

⁸ All excerpts from the students’ responses, presented in the current paper, were translated with precision and accuracy by the author. The original tone and vocabulary have been preserved.

It should also be highlighted that very often students plagiarize out of habit. When repeated cheating becomes a habit, students exercise it even in the instances when they find themselves competent enough to complete certain tasks themselves. For example:

Student B: *“I think, every student is familiar with the temptation to cheat. The thing is, one shouldn’t cheat all the time. Often students become so accustomed to copying from others, that they don’t even try to change, or make any progress in their studies. It also happens, that a student knows the correct answer to an exam question, but refrains from expressing an opinion because they trust someone else’s authority more than themselves. This is how students gradually lose confidence. They simply prefer to copy, which seems to be the safest way.”*

This response once again proves the idea, that competence and confidence are closely interrelated and interdependent in terms of cheating, for students may *gradually lose confidence* as a result of certain repeated behavioral pattern, originally caused by the lack of competence and revealing itself as habitual even in the cases when the lack of competence is no longer the issue. The example below shows how addictive cheating might become in some instances:

Student C: *“You know, cheating is a kind of challenge! I mostly want to cheat when it’s the hardest to do so, just to test myself, to find out if I can do that when the professor’s watching me carefully”.*

To summarize, the main causes of plagiarism, according to students, are:

1. the lack of competence
2. the lack of confidence
3. low self-esteem
4. tight deadlines

Speaking of the causes of plagiarism, it should be taken into account, that cheating may not be a constant trend among individual students, but an occasional response to a situation. In other words, cheating may be caused by specific circumstances that provide grounds for plagiarism. The findings concerning the favorable circumstances for plagiarism will be discussed below.

3.2. The main circumstances leading to plagiarism in higher education

Speaking of favorable circumstances for cheating, it should be noticed that even the least diligent students obviously do not always plagiarize. Relying on my personal teaching experience, the same students can behave differently according to specific circumstances (deadlines,

exhaustion, mood etc.) For example, in the light of current events, when due to the global COVID-19 pandemic we have had to switch to online learning, with all its challenges and obstacles, the temptation to plagiarize has grown dramatically. A recent incident with one of my English students can serve as an example in point.

In the course of a curricular discussion of the world's myths and legends with one of my English classes, the students were asked to write a short essay on a famous Georgian legend. Having provided them with detailed instructions and answering all their questions, I encouraged them to do some research on the Internet, in order to find out more about the topic in question. It should be added that I do not always use plagiarism detection software on a regular basis, since it is not that hard to tell who has been cheating when you are a language teacher, well aware of your student's abilities. Thus, right before the due class, I decided to google famous Georgian legends, in order to refresh my memory and find out what was on the Web. I was just finishing reading one of the articles when my students entered the scheduled Zoom meeting and the class began. The first student willing to read out the essay was the one with a decent B1 level of English, a student who easily completed all written tasks on his own. Nevertheless, the essay he read turned out to be a copy of the exactly same Internet article I had been reading just before the class. Of course, I instantly pointed to his cheating attempt. The student, in his turn, did not deny the fact of plagiarism, explaining that he had failed to complete the task properly due to another forthcoming exam. We laughed together and the next time he submitted an authentic essay, which he had clearly produced himself.

This case makes me once again believe that almost all students, irrespective of their abilities and academic performance, are capable of cheating under certain circumstances. Finding out what these circumstances are is undoubtedly the key to prevent attempts of plagiarism among students.

Responding to the second question of the query, namely, *when students are most likely to cheat*, the participants did not go into detail, but simply enumerated the situations in which, they believe, plagiarism is most likely to take place. As the majority of the respondents suggest, students mainly tend to cheat in the following situations:

1. Under exam conditions;
2. When the requirements of the task exceed their abilities;
3. When they do not receive precise instructions concerning the fulfillment of the task;
4. When cheating is not properly monitored by the teacher;

5. When there is apparent impunity for plagiarism on the part of the teacher.

These findings once again prove that, along with providing explicit instructions for the completion of a task and monitoring the quality of written assignments, there should be certain consequences for cheating, in order to prevent further attempts of plagiarism in the classroom. According to the survey, teachers should as well pay careful attention to the authenticity of the works submitted by students. Apparently, however, due to many reasons teachers cannot always provide proper monitoring of cheating and check all pieces of writing for plagiarism. For instance, a teacher may not always have access to digital plagiarism detectors. Besides, not all assignments are presented in written form, whereas written assignments are not always submitted electronically. In addition, the high academic workload, a busy university schedule and the fast pace of life in the modern world often prevent teachers from spending hours checking every single paragraph for plagiarism. Therefore, before having to deal with the results, it seems reasonable to focus on the causes of the problem in question and to cope with the reasons for cheating in the first place, in order to prevent the very attempts of plagiarism, before they acquire a systematic nature and become a matter of routine. This, in turn, proves the importance of the teacher's role in the struggle with plagiarism in the classroom.

3.3. The role of the teacher in prevention of plagiarism in higher education

In response to the third questions of the query, namely, *how teachers can prevent plagiarism in the classroom*, the participants were free to provide any tips, or instructions concerning the techniques and methods teachers should, or should not apply in the classroom. As the study has shown, in order to prevent, or at least reduce the level of plagiarism among students, teachers should:

1. Provide detailed instructions for tasks;
2. Take students' abilities into consideration when giving assignments;
3. Clearly specify the assessment criteria for an assignment;
4. By all means, encourage creativity and independent thinking;
5. Ensure that students understand that their ideas matter;
6. Maintain discipline, but reduce stress in the classroom;
7. Boost students' confidence, instead of keeping them under pressure.

The findings suggest that academic honesty can be mostly achieved in the classrooms where teachers manage to create a friendly environment, equally engage all students in the group and ensure their active involvement in the learning process. For example:

Student D: *“Cheating, in the first place, is a student’s choice. The teachers’ role is significant, however. For instance, I can recall one of my schoolteachers, who managed to minimize the level of plagiarism in the class. She always tried to use diverse activities at the lesson and involve the whole class in the process. As a result, we all felt like a part of a team with common goals, and every one of us completed the tasks on our own. She did her best as an educator so that none of us had to cheat.”*

Students E: *“A teacher/professor should always ensure that it’s quite OK if a student cannot understand the topic the first time, and be willing to explain it all over again so that students feel free to ask questions and not feel awkward as a result. Sometimes it helps when a teacher tells a little lie, that he/she also used to have difficulties in understanding at school, in order to comfort their students and minimize embarrassment. Student’s don’t cheat when they know enough, when they are convinced that their opinion is more important than grades.”*

As can be seen from the examples above, when speaking of the prevention of plagiarism in the classroom, students mainly concentrate on teachers’ personality traits, the attitude towards the class and the general atmosphere in the classroom, which undoubtedly determines the quality of the educational process. Students emphasize the importance of the sense of belonging and interconnectedness within the group, with the teacher willing to combine the roles of both, an instructor and a partner. According to the respondents, teachers’ professionalism undoubtedly matters, but it appears that unless we establish positive classroom relationships based on trust, support and unity, plagiarism will always be there.

All mentioned above can be supported by the results of the following stage of the study. In response to the fourth question of the query, *whether the level of plagiarism depends on the atmosphere in the classroom*, students were expected to mark their answers on the scale of one to five, where *one* stood for the fact that classroom relationships have no connection with the level of plagiarism in the classroom, while *five* stood for the opinion that classroom relationships have a direct influence on the level of plagiarism in higher education. The results are presented in the table below:

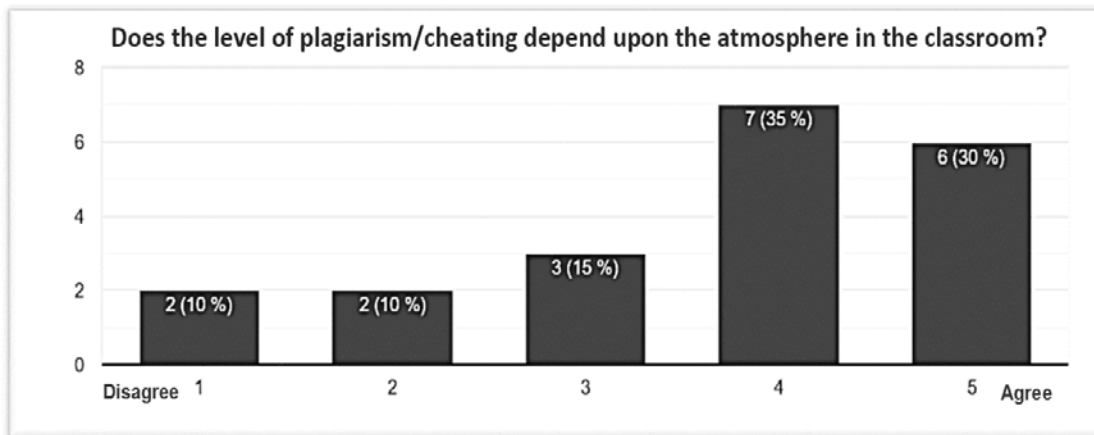


Table 1. The dependence of the level of plagiarism/cheating upon the atmosphere in the classroom

As we can see, the majority of the respondents believe that interpersonal relationships in the classroom are of an exceptional importance for the efficiency of the educational process. Moreover, the atmosphere in the classroom appears to have a direct influence on the level of plagiarism on the part of the group. The role of positive classroom relationships in terms of the spread of plagiarism among students will be discussed in greater detail below.

3.4. The role of positive classroom relationships in the struggle with plagiarism in higher education

At the final stage of the study, the respondents were asked to reflect on the role of positive classroom relationships in the struggle with plagiarism. The study has shown that in order to establish positive classroom relationships a teacher should:

1. Remain natural, sociable and supportive;
2. Be moderately strict and demanding;
3. Not be overly forgiving and tolerant to plagiarism;
4. Maintain the balance between discipline and friendly attitude towards students;
5. Encourage creativity and independent thinking;
6. Ensure, that student's opinion is more valuable than grades;
7. Treat students equally, but consider the differences in their abilities;
8. Respect students and gain respect in return;

9. Inspire students by his/her professionalism, but never oppress them by his/her authority;
10. Be just and unbiased.

According to the respondents, the better relationships they have with a teacher, the less they attempt to cheat either in classroom activities or at exams. They believe, that the best behavioral model a teacher can employ in the classroom, is that of a *friendly* teacher, by which they mean a well-qualified professional, who remains supportive and encouraging, but disciplined and demanding at the same time. For instance:

Student F: *“I think, relationships within the classroom matter a lot. Unpopular teachers don’t have good relationships with students, as a result there is less interest towards the subjects they teach and the lack of motivation among students, which is a trigger for the spread of plagiarism in the class.”*

Student G: *“Students tend to take advantage of teachers/professors being too loyal. It’s easy to cheat with no fear of consequences, which might seem tempting, at first sight. But teachers being too forgiving may cost you a lot in the future.”*

Student H: *“Of course, relationships are important! University teachers play fundamental roles in our lives, we learn so much from them. I would rather be a part of a class built on cooperation and mutual understanding. Why would I cheat knowing that I can always count on my teacher, who is willing to give me some extra time to complete the task properly, say, if I cannot submit it on time due to unforeseen circumstances? Classroom relationships should be based on partnership and respect.”*

As can be seen from the examples above, students are aware of the destructive outcomes of repeated cheating, as well as of impunity on the part of the teacher. They are inclined to believe that plagiarism can certainly be fought by establishing classroom relationships based on cooperation and mutual respect. According to students, if not eradicated completely, at least, the scale of cheating can be reduced, if the right atmosphere is created in the classroom. What students expect us to do, in the first place, is to try to boost their confidence, help them believe in themselves and make them realize, that learning is anything but competition, and their personal academic achievements are far more valuable than grades and diplomas. At the same time, students are convinced that extreme loyalty on the part of the teacher never is the best policy in terms of the efficiency of the educational process. Thus, in order to prevent cheating in the classroom, teachers should be able to

strike a balance between a friendly attitude towards students and compliance with the academic regulations and code of conduct of a higher educational institution.

4. Conclusion

The study has shown that the tendency to plagiarize is primarily a psychological phenomenon, rather than a practical solution to a problem, caused by the lack of specific subject-related knowledge. Among the underlying causes of cheating students single out such internal constraints as low self-esteem and the lack of confidence. However, the findings also prove that the lack of competence may result in the lack of confidence, which, along with strict deadlines, is named by students to be one of the main causes of plagiarism in higher education.

According to the survey, healthy human relationships, both interpersonal and professional, are of vital importance for academic integrity, as the majority of the respondents agree that positive classroom relationships have a direct influence on the level of plagiarism in both, curricular assignments and exams.

The findings clearly demonstrate that students have a complete understanding of the unacceptability of cheating in a healthy academic environment. They are also aware of the probable negative outcomes of systematic cheating and the lack of proper monitoring of plagiarism on the part of educators. The study has shown that students disapprove of the impunity for plagiarism and prefer to face the consequences of cheating, rather than get accustomed to it.

According to the survey, the role of the teacher is crucial in the struggle with plagiarism. The findings reveal that students mainly refrain from cheating in assignments given by teachers who manage to establish healthy communication with their students. The study has shown that plagiarism can be substantially reduced in groups with a friendly environment based on support and collaboration.

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