

PREDICTORS OF ACADEMIC DISHONESTY: A META-ANALYSIS

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Abstract: While many studies have tried to identify reliable predictors of academic misconduct, including cheating and plagiarism, the findings have often been inconsistent. For example, while many studies have found gender differences in how often students engage in academically dishonest behavior (AD), some have not (e.g. Kucuktepe 2011, Moberg 2008, Watson 2010). Some studies have found differences in AD based on student grade level or year in school (e.g. Kreuger 2014, Sendag 2012) but others have not (e.g. Kucuktepe 2011, Trushell 2013). We conducted a meta-analysis of the results of more than 50 studies to develop a broader understanding of the predictive value of nine possible predictors of AD that appear in the research. These predictors were, seeing or believing that others engage in AD, perceived acceptability of AD, gender, age, class/year in school, grade average, receiving financial aid, institution, and major/specialty. Each study involved self-reporting from post-secondary students, a measure of AD behavior, a measure of one or more of the predictors listed above, and enough statistical information to calculate an effect size measure. In this presentation, I will report results for each of the predictors, including mean and weighted mean effect sizes, as well as information about variability, and patterns in results related to study size, geographic region, and type of AD.

Key words: cheating, plagiarism, academic integrity, academic dishonesty, meta-analysis

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