

WHEN IT COMES TO MY VALUES – I ACT

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The interest of the global professional and scientific communities for the phenomenon of plagiarism, possible reasons for its appearance as well as actions against it, has been present for decades. However, despite significant efforts by Higher Education Institutions (HEIs) to combat academic misconduct, it seems that students still do not know enough about the notion of plagiarism or understand that resorting to any form of plagiarism is contrary to the rules of academic behavior and honesty (Camara et al., 2017). Previous scholars draw on theory of planned behavior (TPB) when examining students' intention to plagiarize (e.g. Stone et al., 2009; Stowe, 2017; Passow et al., 2006; Pekovic et al., 2020). For instance, Pekovic et al. (2020), working on the sample of Montenegrin students, found that favorable attitudes towards plagiarism, low perceived behavioral control and low moral obligation influence positively students' intentions to plagiarize while subjective norms, academic literacy and computer literacy are not significant determinants of students' intention to plagiarize.

Interesting researches by Alleyne and Phillips (2011) or Ahmadi (2013) etc. show that students are open to cheating and that there is a high percentage of students who believe that plagiarism is socially and ethically acceptable. Therefore, linking ethical behavior to personal and morally relevant conduct and forms of behaviour, as well as relation of every individual with themselves and others implies that individual's value system is a precondition for identifying, regulating, directing, but also evaluating students' reactions and actions. However, as stressed by Flint et al. (2006) students do not recognize the relation between their values and plagiarism. Therefore, the paper will provide an analysis based on the value system through the spectrum of the most dominant personal values, as fundamental inner goals and needs that an individual aspires to. Some of these values are directed towards oneself, i.e. towards achieving the goals and needs that may, although not

necessarily, have a direct influence on the persons around us. On the other hand, some of these values are permanently directed to others, i.e. to achieving the values that have a significant influence on others. Hence, values have a motivational role because they form and direct individual's everyday forms of behaviour in all the spheres of their life, including their attitudes to plagiarism in academic settings.

We base this research on two sources: (1) Ajzen's theory on planned behavior (Ajzen, 1991), which shows that moral obligation refers to a person's feeling of duty to accept or reject a certain behavioral pattern; and (2) Alleyne and Phillips (2011) findings on the level of tolerance towards academic dishonesty. Due, we will investigate the link between personal values of students and their active or passive attitude, as well as interpretation and action against plagiarism of other students.

Our research question is examined in Montenegrin context in which this form of cheating has come into focus only during the last few years, which has led to the adoption of the legislation regulating it on different grounds (Pekovic et al., 2020). More precisely, as reviewed by Pekovic et al. (2021), the first steps in identifying the prerequisites of Montenegrin HEIs associated to academic integrity were performed by the Council of Europe's ETINED platform. Furthermore, the authors list several actions that Montenegro implemented in order to strength academic integrity such as the adoption of the Law on Academic Integrity (adopted in March 2019), the appointed of the National Ethics Board and acquisition of plagiarism-detection software for all HEIs in the country. In parallel, the University of Montenegro (UoM), as only and the largest public university in the country counting around 20, 000 students, also focus extensively on academic integrity by strengthening institutional and educational capacities to combat academic misconduct.

For the purpose of this study, we collect information from UoM's students form all 19 faculty units.

The main survey was preceded by a pilot research when all the instruments for collecting data were tested and it included 100 students which led to a

change of some questions. The final sample included 774 students at all level of studies.

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