

# Identifying students' academic cheating Reasons and their classification of the responses based on Naturalizing Strategies in Birjand University

Kazem Omid Moghadam

MA Educational Psychology, Education

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## ABSTRACT

Study to identify reasons for academic cheating behavior and classification of responses that students using with the use of Techniques of neutralization. This research is one approach to qualitative research and the Phenomenology or phenomenon. Therefore, based on the nature of the research, from purposeful sampling method, to 20 students from the University of Birjand. than equally between the two gender selection and studied. In order to evaluate Techniques of neutralization to academic cheating behavior of students of semi-structured interviews with questions were open answer. The analysis using the method color coding Corbin and Strauss, one of the methods of data analysis in qualitative research is conducted. Based on research results, Techniques of neutralization in reasons for academic cheating behavior the order of priority include seven Axial code main category: "Student, social norm, Professor, University of role, the nature of the course and the field, the nature of the Assignments and degree " were classified. Each of these main categories has a series of Axial code. The results obtained suggest lack of difference between the two gender use of Techniques of neutralization in terms of the nature of the categories is making only in terms of priorities in some of the following main categories of difference there.

**KEYWORDS:** Academic cheating, Techniques of neutralization, Academic integrity

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## INTRODUCTION

One of the functions of each country's educational system to train skilled manpower, efficient, dedicated and committed to the fundamental values of the society. Each of these educational systems to achieve this must be clearly modern programs for professional and specialized skills training and education are the values and ethics of the profession. Educational organizations requires more attention to moral issues [1]. Universities as part of the education system of the country have the duty to deliver academic values to students. This will be achieved if the university a healthy competitive environment, which promotes people based on ability, merit and expertise will be provided for students. In addition, one of the factors that enable healthy competition in the area of education and research destroys, is academic cheating.

Academic cheating is a common problem among students. So that the amount of fraud in the last three decades is increasing. This is evidenced by a study review of 107 studies have been done according to the results of 4/70 percent of students have a tendency to commit academic cheating [2].

The issue of academic cheating is one of the most challenging issues in educational and research leading to irreparable injury to the scientific community of the country. Several studies on the prevalence of cheating has been done. These studies have shown that students in the education system begins with the arrival of cheating and any age group can not be excluded from this treatment, he said. Studies have shown that cheating among primary school pupils [3] and secondary school, Anderman a et al(1998)[4] and university students Baldwin et al(1996)[5] is common. Several studies on academic cheating abroad has been done a number of studies have examined the causes of academic cheating, such as: Macabe, Trevion and Butterfield (2001) [6], Gerdeman (2000) [7], Anderman and Midgley (2004) [8], in Mirzaee abroad and in Iran (2010) [9], a sphere Nia (1997) [10] and Driss (1998) [11].

Macabe, Trevion and Butterfield (2001) [6], reasons for doing cheating have divided into three categories:

- a) personal factors: such as age, sex, degree, lack of responsibility, self-esteem, desire to succeed, work ethic, social activities
- b) Context factors: pressure to get a high score, the severity of punishments for cheaters, parental pressure, test type, pressure to-get jobs
- c) Motivational factors: the personal variables are variables related Context.

On the other hand, in connection with the cheating, internal factors such as lack of responsibility and lack of sufficient time, more than external factors like difficult tasks and high expectations of students as the cause of cheating has been emphasized by students [12].

A group of research students in the field of cheating the arguments have, for example Sykes and Matza (1957) [13], Scott and Lyman (1968) [4], Labf et al. (1990) [15] and Macabe (1997) [16] out of the countries have done research in this regard, however, some of these studies have examined the Neutralization techniques

Neutralization techniques the motivational features that the internal and external pressures to conform to ignore the norms of social regulation that serve check or inhibit deviant motivational patterns are invalid, on the grounds that the person used without serious damage to their self-breath into his hands to cheating [17].

Sykes and Matza (1957, pp.667-669 quoted in Brent and Atkisson, 2011) [17], five categories of Neutralization techniques that are used to justify the cheating has been expressed as follows:

- 1) **Denial of responsibility** - the act was "due to forces outside the individual and beyond his control"
- 2) **Denial of injury** - the behavior "does not really cause any great harm despite the fact that it runs counter to the law"
- 3) **Denial of the victim** - the victim deserves the consequences and the cheating act is viewed as "a form of rightful retaliation or punishments"
- 4) **Condemnation of the condemners** - attempts to turn the argument back on any who might disapprove of the cheating
- 5) **Appeal to higher authorities** - gives priority to smaller social groups to which a person belongs over the demands of the larger society. Norms are violated, not because the norms are wrong, but because "other norms, held to be more pressing or involving a higher loyalty, are accorded precedence".

Studies on academic cheating on personal and environmental factors and the prevalence of academic cheating, including internal research, including research and Khamesan and Amiri (2010) [12] and other studies carried out abroad, stating that the high incidence of cheating concerns those involved in the educational system, so that they believe this reduces the reliability of estimates, pale and fairness in grading student performance and loss of public confidence in the universities will it-where the phenomenon of working life the next person in the relationship, Identify the reasons of fraud, and to see why students commit cheating and is justified in this area can be educational and research authorities in identifying further reduce this phenomenon and assist in educational environments, Therefore, due to the the above reasons, identify the reasons for cheating affecting students in order to provide opportunities for academic cheating reduction is necessary in education and research environments. In this study, an attempt will be made the reasons students with Neutralization techniques cheating be investigated.

Since the research was conducted abroad in connection with academic cheating the reasons, including category-rated Neutralization techniques Sykes and Matza and other categories were made incomplete, insufficient and vague and in most of these studies, questions are closed raised and answered students' views on specific and pre-determined set of categories of, were asked, The category may have been ignored, and the factors considered and evaluated here are not found. This study aimed to conduct in-depth interviews with open-ended questions in order to investigate the reasons academic cheating more comprehensive understanding of this phenomenon is found.

Given the role of tissue factor in the phenomenon posed in the field of humanities, The phenomenon of academic cheating and taking into account the fact that the reasons academic cheating neutral strategies play in our country has not been studied, It seems that the current study is to increase knowledge in the field of academic cheating and identify those strategies typically employed to neutralize the students had help. However, in this study, in the analysis of data, neutralization strategies based on the frequency of these findings that demonstrate the use and spread of each of the strategies in the students' neutralization. Prioritized and presented. This study intended to form and content and in-depth interviews, neutralization strategies that students are asked to work with academic cheating and answer questions and offer the following hypotheses.

### **Question**

Strategies to neutralization students to justify academic cheating behavior is?

## **METHODS**

This study is among the qualitative research and phenomenology or phenomenological approach. Phenomenology of the experiences of man. The question of research that is the essence of the phenomena that have been experienced by the people? The study population consisted of all students in Birjand University for the academic year is 2011-2012. Because the purpose of identifying the fraudulent behavior by students, so do the students have been selected to conduct self-reported academic fraud have said, after research on the nature of

purposeful sampling, a total of 20 equally among the two genders were selected. The primary method of collecting information the research interview. With regard to the purpose of the survey were used semi-structured interviews with open questions. All interviews were tape recorded and detailed, such as the text line by line coding was then returned. In this study, the data encoding method Corbin and Strauss coding and were coded and categorized [18]. This method is a method of data analysis in qualitative research. But many codes were first extracted data were reviewed on a regular basis as new ones are identified and finalized. This code eventually as a "sub-categories" were nominated separately, for instance, four respondents said:

"In the course of fraud are hard and I'm sure I can learn." The code for the "difficulties" are chosen (Table 1). These are the "sub-categories" that are obtained in the first phase encoding. Surely these codes are mentioned several times if we can count the number of "the difficult issue" is mentioned 16 times in the 20 interviewed a lot of the difficult issue of 16. At the end of the coding phase with tens or hundreds of sub-categories identified [19]. Next is the Axial coding code obtained at this stage, in terms of content were reviewed several times and conceptual categories that were common .The main objective of this step is to reduce the initial set of code to a more general framework and through relate with each other sub-categories were conceptually. Of course, all of the code may not be obtained in the coding process related to construction. For each of the general categories in the axial phase encoded data, a title was chosen as part of a bond issue with other concepts in that category. For example, we know the number of categories including hardware and escaped being forgotten or later to a "private nature" refers to. This sub-categories in the more general concept called "The issue of the nature of the course" was (Table 1). At the end of this stage we will have some more general issue in this instance, "the nature of the course," one of them. You can easily calculate the frequency of each category that is equal to the sum of its constituent frequencies of the sub-categories. Categories that were obtained with this method, the same neutralization strategy that reflects the frequency that their application is also specified. This way you can neutralization the strategies to extract data based on the frequency that reflects the priorities of this strategy among students, arranged.

**Coding reliability**

After open coding was done by the researcher during meetings with supervisors and expert coding was first studied and modified. Next, the coding axial and get back to a more general category meeting of the supervisors' and a professor specializing in this form and code given in the previous stage in more general categories with the cementing concepts have been reviewed and approved final.

**RESULTS**

**The answer to the question:** What is the strategy neutralization students to justify academic cheating behavior?

After the end of the coding stage seven hundred and forty-five code of axial and axial component was twenty-one category below in (Table A) Comprehensively with the frequency of each category is shown.

**Table 1: axial coding**

Total Frequency of the category	Concepts acquired in the open coding and frequency	Axial coding	Axial code more general
331	Prove themselves (boys) (15), self-esteem, low self-esteem {(14), having false self-esteem (3), feelings of inadequacy (2)}, practicing fraud (8), stress and high pressure (7) , negative indoctrination to (6), is to cheat on compassion (6), avarice students (5), impulsive spirit of (3), non-programmable (3), having a strong memory (2), according to the present fraud (the success of the moment) (2), the risk of (2), expect too much from his students (2), fraud to express knowledge (2), [gender (men are more cheating (11), women More cheating [6], the same fraud between men and women (3)), {age (the older (6), of all ages (3), at an early age cheating (1)}	individual characteristics or personality students	students
	Lazy students (14), indolence (14), unwillingness to learn (12), Why throw myself into trouble (11), the highest score with the least effort (3), the sweet of cheating (1)	Laziness and indolence	
	Lack of time (19), engaging in extracurricular activities (11), procrastination (7), exam night reading (7), is absent in the classroom (1), unfamiliarity with courses (3)	Time Management	
	Not patience (14), lack of students in homework (9), lack of interest in education (8), lack of motivation (6), carefree Spent (3), lack of interest in his field (2), why should study (1)	Lack of motivation in students	
	Failure to learn lessons (14) earning a grade (14), to compensate for the lower grades in other courses (3), fear of not being accepted courses (2), lack of mastery of the course students (2), having a lower grade point average (1) the only way acceptable to me (1)	Low academic ability of students	
	My mind was busy (9), say family problems (5), consider a career with the exception of study (5), being sick (4), fatigue in the classroom (1), having no suitable place to study (1)	Student problems	
	Wasteful of materials and study (4), which is not a crime (2)principle the score (2), the entertainment aspect of education (2), fraud lead to learning (1)	Beliefs and values	

**Table 1 (Continued)**

166	<b>Graduate degree (17), due to the future employment (14), score only criterion is (14), having a high grade point average (14), the increase in score (12), the best score (12), intense competition (12), the first student of (credit) (4), achieve status (3), fear of falling grade point average (1), popularity in the classroom (1)</b>	<b>score integration or evidence convergence</b>	<b>Societal norms</b>
	Why do not all are fraud (11), to observe the progress of dishonest (7), with a view to fraud others to think I'm cheating (3), the loss of ugliness fraud (2) all are cheating in any way (2) anyone who caught his work you are 100% fraud (1)	A universality fraud	
	Peer pressure (19), creating fear in the person of the other (1)	Peers	
	Lack of responsibility on the student assignment (6), lack of work ethic (3), dishonesty master (1)	Work ethic	
	Attracting the attention of the family (6)	Family	
153	High volume courses (14), wrong assessment of master (10), the assignment outside the ability of the student (9), expect excessive master (9), hard test (8), lack of attention to the student's activity during the semester (8) not complying with the questions of teaching (8), change the source of Master (3), giving homework to students during the semester (1) {test (test anatomical (2), multiple-choice test (14)}, {mid-term exam reduces fraud (10), the semester fraud increases (1)}	How to evaluate master	<b>master</b>
	master weakness in teaching (18), crackdown master (15), master tolerant (5), low scientific literacy master (4), lack of student involvement with the issue of assignment (3), inexperience master (2), the lack of information on the subject (1)	master teaching or scientific capabilities	
	Grudge the master with a student (4)	The relationship between	
	master absences (2), lack of master motivation in teaching (2)	Personal features of master,	

**Table 1 (Continued)**

134	<b>Negligence caregivers (19), coordinate in advance for cheating (17), proximity of the seats (14), the distance between exams low (13), an intelligent friend (8), a major in the hall (7) I did not cheat, and I caught you cheating now (6), in the class of (4), is busy meeting (3), hall (2), failure to hold a test session (2) Failure to master the subject matters of fraud (2),doing simple fraud (1), go to the meeting in the hope of others (1)</b>	<b>Conditions exams</b>	<b>The role of universities</b>
	Non-implementation of the punishment (9), is not strictly necessary punishment (6), the dormitory (5), paying tuition once again (4), unfamiliarity with punishment (4), escape from the probation (4), arrears the school (2), the transitional (1)	Educational laws	
95	Difficulties encountered in the course (18), the importance of education (15), courses memorisation (11), a complex of courses (10), the volatile nature of the material (8), not attractive for private (4) lack of practical lessons (3), useless special courses (2), The nature of the field {(the Engineering Department is Morefraud (3), in the Department of Basic Sciences fraud (3), in the humanities Morefraud (6)}, {lesson The nature of the (public lessons fraud (4) Basic lessons fraud less (2), specialized courses (6)}	The nature of the field and courses	<b>The nature of the field and courses</b>
26	The nature of the task {(on individual assignments (14), in practice More fraud (3)}, useless task (9)	The nature of the assignment),	<b>The nature of the assignment</b>
3	High levels of fraud is reduced (2), an undergraduate More fraud(1)	degree	<b>degree</b>
908	<b>Code 145</b>	<b>Total code</b>	

## DISCUSSION

**The general axial First category:** The first general thrust category students Frequency (331) is. With 7 sub-categories that are central to any study of it has been due to the frequency.

**Check the first category:** a person or personality characteristics of students with a total frequency (110) is. Findings of this research in each of the Open codes is consistent with several studies. That is why we separate the code and the process to be considered at the next category. The strategy of having low self-esteem leads to fraud with a finding Brunella, Staatsa, Bardenb and Huppa (2010) [20], Kaufman (2008) [21] and the sphere Nia (1997)[10] is consistent. Demonstrate strategy with the findings Arnold, Martin, Jinks, & Bigby (2007) [22] is

consistent. Fraud strategy to get out of pity with the findings Graham, Mandy, Brian and Stephen(1994), (quoted in Harding, 2001) [23] is consistent. Findings feel ineffective strategy with findings Schab (1991) [24], Navabinejad (1994) [25] is consistent. Men are more fraud with research findings Hetherington and Feldman, 1964; Baird, 1980; Baldwin, Daugherty, Rowley & Schwartz (1996), (quoted in Harding, 2001) [23] is consistent. Strategy excessive stress research findings Maramak (1992), (quoted in Kaufman, 2008) [21] is conformance of. Can be found through the use of various mechanisms to increase the level of self-esteem helps students helped as a major concern. Because a lot of students (14) stated that the cause of their behavior having low self-esteem is a fraud. Can be found through personal and professional ethics foster positive self-esteem in students this factor is eliminated.

**Check the second category:** laziness and indolence with a total frequency (55) is. Strategy lazy students with research findings McCabe, Trevino, & Butterfield (2001) [6], Stokes, & Newstead (1995) [26] and Bjorklund, & Wenestam (1999) [27] is consistent. Indolence strategy research findings Moradi and Saeed Jam (2001) [28] is consistent. Masters can create an attractive and the rich learning environment that is not boring in the process of training students to be involved more in the education of their own laziness and the less will indolence.

**Check the third category:** time management with a total frequency (48). the lack of time research findings, Generaux and McLeod, 1995; Smith, Ryan and Diggins, 1972; Zastrow, (1970, quoted in Harding, 2001) [23] , Stokes, & Newstead (1995) [26] and Bjorklund, & Wenestam (1999) [27] and Khamesan and Amiri (2011) [12] is consistent. Strategies to deal with extra-curricular activities with research findings Gerdman (2000) [7], McCabe, Trevino, & Butterfield (2001) [6], is consistent. These students because of the multiplicity of entertainment, games and fun are constantly working to spend all their time to the affairs of time and opportunity to work and study remains. Therefore, when examining the possibility of success for them not to get the feeling of efficacy.

**Check the fourth category:** with a lack of motivation in the student total frequency (43) Results of the category with research findings the Moradi and Saeid Jam (2001) [28] is consistent. It seems to be through the use of various mechanisms to rise as a major concern helps motivate students used. Such as these strategies, masters used arousal properties of various materials, new drivers, surprising and meaningful level of arousal increases and stimulate curiosity of learning and expression of educational goals and expectations you have of the students at the beginning of the course, can be useful in raising students' motivation.

**Check fifth category:** the ability of students to total low frequency (37). The strategy of having a low average findings McCabe (1992) [29], Gerdman (2000) [7] and McCabe, and Trevino (1997) [16] is consistent. Strategy of fear of falling findings lesson Bjorklund and Wenestam (1999) [27] and Schab (1991) [24] is consistent. It can be through the provision of educational materials to students by professors from simple to difficult, which causes the students first learning simple enough to achieve success, it also creates a sense of efficacy in them, raise awareness of the metacognitive strategies (planning, monitoring, control) students.

**Check sixth category:** the problems of students with a total prevalence (25). The findings of this category with research findings Haines, Diekhoff, LaBeff & Clark (1986; quoted in Vandly, Diekhoff and LaBeff, 2007) [30], Scott and Lyman (1967, quoted in Brent& Atkisson, 2011) [17] is consistent. It seems in this case to have a good interaction between professors and students, so that students know the professor, she understood the problems, certainly in the future will affect behavior.

**Check seventh category,** beliefs and values are the sum of frequency (11). The strategy of useless material and studying with the research findings of Bjorklund, & Wenestam (1999) [27] and Haines, Diekhoff, LaBeff & Clark (1986; quoted in Vandly, Diekhoff and LaBeff, 2007) [30] is consistent. Fraud strategy will be to learn the findings of Scott and Lyman (1967, quoted in Brent and Atkisson, 2011) [17] is consistent. Explain about the dangers of fraud and describe how the loss of public confidence in the university students, professors and university officials talking about the importance of the course and achieve a degree of expertise in their field.

**The general axial category second:** social norms, with a total frequency (166) and has the following 5 under categories axial that are central to the study, each according to their frequency will be discussed.

**Check eighth category:** Score oriented or degree oriented with a total frequency (104). Get better scores with the research findings of Stokes, & Newstead (1995) [26], Davis et al. (1992) [31] is consistent. Regarding strategy future job with research findings McCabe, Trevino, & Butterfield (2001) [6], Maramak, 1992; quoted in Kaufman, 2008) [21], Jnraks and Mac Leod, 1995; quoted in Harding, 2001) [23], (Vandly, Diekhoff and LaBeff, 2007) [30], and Schwioren& Weichselbaumer (2008) [32] is consistent. Honor student of (credit) Research findings Gerdman (2000) [7] is consistent. Can be found through the use of a grading procedures and policies fair, clear and stable, emphasis on learning rather than on the student, partly to reduce the use of this strategy is effective in students.

**Check the ninth category:** universality of fraud with a total frequency (26). The findings of this categories with research findings Haines, Diekhoff, LaBeff & Clark (1986; quoted in Vandly, Diekhoff and LaBeff, 2007) [30], Scott and Lyman (1967, quoted in Brent and Atkisson, 2011) [17], Bjorklund, & Wenestam (1999) [27] and Stokes, & Newstead (1995) [26] are consistent. What is expressed by the students in this category suggests an observational learning and widespread fraud in the society. This causes loss of ugly behavior among the population and it becoming a value And anyone can do it on the clever a sign of and having a high IQ interest is known mechanism that can be used to reduce this view, explaining about the dangers of fraud and describe students the loss of public confidence in the university, reduced credit assessments.

**Check tenth categories:** peers with Total Frequency (20). The findings of this categories with research findings Haines, Diekhoff, LaBeff & Clark (1986; quoted in Harding, 2001) [23], Bjorklund, & Wenestam (1999) [27], Generaux and McLeod (1995), Smith, Ryan and Diggins, (1972), Zastrow (1970); quoted in Harding, 2001) [23]., Rettinger& Kramer (2009) [33], and Gerdman (2000) [7] are consistent. What is expressed by the students in this category represent the views of friends and family's impact on one's views. This pressure comes from peers to individuals for fraud and forced him to carry out the fraud. Why not wanting to be called a coward by friends or be ostracized by them. Mechanisms intended to reduce the medical, foster personal and professional ethics and positive self-esteem in students who dare to say no to the demands of the opposite opinion certainly be wrong.

**Check the eleventh categories:** work ethic with total frequency (9). The findings of this category research findings Khamesan and Amiri (2011) [12], McCabe, Trevino, & Butterfield (2001) [6] and McCabe (1992) [29] are consistent. Academic dishonesty of the most important subjects in higher education and the academic process, both in terms of of training and in terms of research, threaten [1]. According to the laws of honor in the classroom, responsibilities and obligations of reasonable laws that prevent fraud not only find the master, but also puts responsibility on to his students more active in promoting the work ethic is [12].

**Check twelfth categories:** family with a total frequency (6). The findings of this categories with research findings McCabe, Trevino, & Butterfield (2001) [6], and Schab (1991) [24], Navabinejad (1994) [25] are consistent. Attract families and fulfill their expectations of students in education and gaining good grades and earn the degree with a grade point average is good, that it can be effective in the treatment of cheating by students. We can do cultural work in the community and family awareness in order to reduce the degree oriented This reduces the pressure on their childrenand beside that an emphasis on learning and learning skills.

**The general axial of the third categories:** master with a total frequency (153). With the following 4 under categories that are axial to the study, each according to their frequency will be discussed.

**Check Thirteenth categories:** teacher evaluation method with a total Frequency (97). Multiple choice test strategy with the findings of research (Barnett and Dalton, 1981; Houston, 1976; Maramak and Malin, 1993; May and Loyd, 1993; McCabe & Trevino, 1993; Stern and Havlicek, 1986, Welsh, 1993, quoted in Pulvers& Diekhoff, 1999) [34] and McCabe, Trevino and Butterfield (2001) [6], is consistent. difficult test strategy with research findings Gehring, Nuss and Pavela (1986, quoted in Pulvers& Diekhoff, 1999) [34] and Heinz and Diekhoff (1986, quoted in Kaufman, 2008) [21] is consistent. A mechanism that can be used to reduce the effects of these categories, they include: using anatomical and conceptual rather than multiple-choice tests, assignments for students to choose attractive and rich, boring not using multistage.

**Check the fourteenth categories:** teaching or scientific ability with a total frequency (48). professor with the crackdown strategy with the findings of research Moradi and Saidi Jam (2001) [28] is consistent. strategy teaching methods with research findings Generaux and McLeod, 1995; Smith, Ryan and Diggins, 1972; Zastrow, (1970, quoted in Harding, 2001) [23] and Haines & Diekhoff (1986, quoted in Kaufman, 2008) [21] are consistent. What is expressed by the students in this category represents the effect of teaching on student behavior and fraud. Professor weaknesses in teaching that uses no more than lecturing or the student will present a lesson Severe or tolerant professor of education, lack of experience, the professor who taught the first teacher of the year, the lack of information on the subject taught, it can be noted A mechanism that can be used to reduce the effects of this issue include: the attempt to create a classroom environment rich in trust and honesty, stating the purpose of education and the expectations that you have of the students at the beginning of the course, materials to provide meaningful and relevant to real-life situations as much as possible in educational activities students are given freedom of action, providing educational materials from simple to difficult [35].

**Check the fifteenth categories:** master relationship with the students, Frequency (4) is. The results obtained in this regard is inconsistent with other research. Since the research was conducted abroad in connection with the causes of academic cheating by using little more neutralizing strategies and the use of questions raised and close to the students of pre-determined series classes has been asked. May be categories that been ignored factors may not have found the opportunity and research raised to. However, in this study, we used the interview and the

use of open questions and discussed in depth the phenomenon, In the analysis of data using the most commonly used words and phrases interviewees discussed the concept of categorization was an exploratory mode, leading to the new categories A mechanism that can be used to reduce the effects of this issue include: the support you relationship with the students. This increases the respect, the students not to cheat to compensate [12].

**Check the sixteenth categories:** master individual properties with a total frequency (4). The results obtained in this categories is not consistent with other studies. The combination of McCabe & Trevino (1997) [36] in connection with the attitudes of professors is a very small factor is the Lack of motivation a master point. The class is not full professors and He not been held classes or will he be motivated taught. Fraud in the student's behavior. professors without the necessary qualifications to teach soulless and indifferent that they should be changed [12].

**The general axial category Fourth:** The role of universities of the sum frequency (134), which owns 2 is the central category below to check each according to their frequency will be discussed.

**Check the seventeenth category:** conditions test with a total frequency (99). The strategy of seats, spacious lounge with research findings and Haines & Diekhoff (1986, quoted in Kaufman, 2008) [21], is consistent. strategy Low distance between exams with the research Moradi and Saeed Jam (2001) [28] is consistent. Failure to importance to the issue fraud strategy professor with the findings Haines, Diekhoff, LaBeff & Clark (1986; quoted in Vandly, Diekhoff and LaBeff, 2007) [30] and Whitley (1998) [37] is consistent. Strategy negligence Watchful with the findings of research (Barnett and Dalton, 1981; Houston, 1976; Maramak and Malin, 1993; May and Loyd, 1993; McCabe & Trevino, 1993; Stern, and Havlych, 1986, Welsh, 1993; quoted in Pulvers & Diekhoff 1999) [34], Sykes and Matza (1957, quoted in Brent and Atkisson, 2011) [17] are consistent. A mechanism that can be used to reduce the effects of this category include: a dishonest students need to test larger class size, proximity between caregiver Whitley (1998) [37], considered the most responsible for the test in the selection of providers, greater use of women workers for greater control in women, attend master classes in the test session.

**Check the eighteenth category:** training law, with Frequency (35) Results the research with findings floor Haines, Diekhoff, LaBeff & Clark (1986; quoted in Vandly, Diekhoff and LaBeff, 2007) [30], Maramak and Malin (1993) [38], McCabe & Trevino (1997) [36], Satterlee (2002) [39], Davis et al. (1992) [31] and Gerdman (2000) [7] are consistent. What is expressed by the students in this category reflects the impact of the laws that are imposed by the University. If you get weak grades during the term of the person's dormitories or at the request of the deprived transport. Training law students in the categories of offenses for the purpose of the tests indicate that the disciplinary committee imposed a series of regulations that fit the offense, the punishment also applies, But given the comments some students, or do not know the rules or that have not implemented these laws that encourage this sort of dishonest people and culture of cheating in university. A mechanism that can be used to reduce the effects of this category include the following are true: Talking with students about the suspicion toward the cheating in exams or homework and listen carefully to the answers the student, if the fraud occurred, the disciplinary measures and rapid response to official action, the threat of punishment, such as fear of deportation, Top deterrent to fraud [30].

**The general axial of the fifth category:** the nature field and lesson with a total frequency (95). Which is a sub-category below to check it has been axial.

**Check the nineteenth category:** the nature field and lesson with a total frequency (95). Strategy Study Course (more fraud engineering) with research findings Gerdman (2000) [7] and Harding (2001) [23] is consistent. Difficult lesson of with research Haines, Diekhoff, LaBeff & Clark (1986; quoted in Vandly, Diekhoff and LaBeff, 2007) [30] are consistent. Lessons In terms of content, the amount of interest and importance, the lesson is private or public, the volatility of the contents of the lesson, the lesson how life used to be hard or easy lesson, lesson of its relationship with this Study Course is different and the behavior of cheating among students is effective. Instead of focusing too much on memorizing the material and learn some relevant facts, to understand the learning flows, while training new and familiar examples of the application of content learned from the new positions be.

**The general axial of the sixth category:** the nature of the task, with a total frequency (26). Which is a sub-category below to check it has been axial.

**Check the twentieth category:** the nature of the task, with a total frequency (26). The findings of this categories with the findings of research Haines, Diekhoff, LaBeff & Clark (1986; quoted in Vandly, Diekhoff and LaBeff, 2007) [30], Bjorklund, & Wenestam (1999) [27] and Leonard & LeBrasseur (2008) [40] is consistent. The assignment to a group or individual, beneficial or useless task in effectively considered cheating. These mechanisms have been proposed to reduce fraud behavior: tasks that students will be selected for a rich and interesting and not boring, instead of doing great emphasis on individual work and collaborative insisted Further Happen over work practices, with the expression the purpose of the assignment to the students the possibility of committing fraud down.

**The general axial category Seventh:** level of education with a total frequency (3). Which is a sub-category below to check it has been axial.

**Check twenty first category:** level of education with a total frequency (3). The results obtained into this category with research Bjorklund, & Wenestam (1999) [27] is consistent.

### Conclusion

A culture of fraud should be no waiver by punishing individuals for violation of academic integrity to be handled. One of the strategies used by students to avoid the punishment is used for neutralization strategies. Academic fraud undermines the education system and basic Education mission, which is to transfer knowledge to face interaction makes. Universities must promote knowledge as a fundamental value in scientific integrity. Student cheating immoral character and value system he is part of it to every aspect of your life thus gives generalization. In all universities, we must seek to promote and implement the subject that students are responsible for honesty and integrity in the teaching and learning at university. In this way they can promote integrity and honesty in their environment outside the classroom and in life.

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