

A Systematic Literature Review on the Prevalence of Academic Plagiarism and Cheating in Higher Educational Institutions

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Abstract : Owing to the widespread phenomenon of plagiarism and cheating in higher education institutions (HEIs), it is now difficult to ensure academic integrity and quality education. Moreover, the COVID-19 pandemic has intensified the issue by shifting educational institutions into virtual teaching and assessment mode. Thus, there is a need to carry out an extensive and holistic systematic review of the literature to highlight plagiarism and cheating in both prevalence and form among HEIs. This paper systematically reviews the literature concerning academic plagiarism and cheating in HEIs to determine the most common forms and suggest strategies for resolution and boosting the academic integrity of students. The review included 45 articles and publications for the period from February 12, 2018, to September 12, 2022, in the Scopus database aligned with the Systematic Review and Meta-Analysis (PRISMA) guidelines in the selection, filtering, and reporting of the papers for review from which a conclusion can be drawn. Based on the results, out of the studies reviewed, 48% of the quantitative results of students were plagiarized and obtained through cheating, with 84% coming from the fields of Humanities. Moreover, Psychology and Social Sciences studies accumulated 9% and 7% articles respectively. Based on the results, individual factors, institutional factors, and social and cultural factors have contributed to plagiarism and cheating cases in HEIs. The resolution of this issue can be the establishment of ethical and moral development initiatives and modern academic policies and guidelines supported by technological strategies of testing.

Keywords : plagiarism, cheating, systematic review, academic integrity

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