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# Assessing Male vs. Female Business Student Perceptions of Plagiarism at a Southern Institution of Higher Education

## Abstract

Plagiarism, cheating, and academic dishonesty affect institutions of higher education. This study examines student perceptions of plagiarism within a Southern, Division-II teaching institution. This study employed a five-point Likert-scale to examine differences of perceptions between male versus female business students. Two statistically significant outcomes were observed between males and females involving the notions that plagiarism is perceived as a necessary evil and that plagiarism is illegal. Respectively, the analyses of the means showed that both male and female respondents tended toward disagreement concerning whether plagiarism is a necessary evil and neutrality regarding whether plagiarism is illegal.

## Keywords

Academic Dishonesty, Cheating, Education, Higher Education, Plagiarism

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## **Assessing Male vs. Female Business Student Perceptions of Plagiarism at a Southern Institution of Higher Education**

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**Abstract:** Plagiarism, cheating, and academic dishonesty affect institutions of higher education. This study examines student perceptions of plagiarism within a Southern, Division-II teaching institution. This study employed a five-point Likert-scale to examine differences of perceptions between male versus female business students. Two statistically significant outcomes were observed between males and females involving the notions that plagiarism is perceived as a necessary evil and that plagiarism is illegal. Respectively, the analyses of the means showed that both male and female respondents tended toward disagreement concerning whether plagiarism is a necessary evil and neutrality regarding whether plagiarism is illegal.

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## **Assessing Male vs. Female Business Student Perceptions of Plagiarism at a Southern Institution of Higher Education**

### **Introduction**

The host institution for this study is a four-year, regional teaching institution located in the Southeastern U.S. Its service area primarily extended throughout the Black Belt region thereby representing one of the poorest regions within the state (Allen, Henley, & Doss, 2014; Sheffield, 2016). At the time of this study, its cumulative enrollment was approximately 5,000 students (both residential and virtual campuses combined, including graduates and undergraduates). The overall enrollment within its College of Business was 312 students. Academically, it awards both graduate and undergraduate business degrees, and minors among business areas are available for undergraduates. The highest degree awarded by the host institution is the Educational Specialist (Ed.S.) degree whereas the lowest degree awarded is the Associate of Arts (A.A.) degree. Its College of Business awards the A.A., Bachelor of Business Administration (B.B.A.), Bachelor of Science (B.S.) in Technology, and Master of Business Administration (M.B.A.) degrees. The host institution also awards undergraduate certificates in homeland security and geospatial information systems. The host institution possesses regional accreditation from the Southern Association of Colleges and Schools and possesses program accreditation from the Accreditation Council for Business Schools and Programs.

During the preceding five years, the host institution entered into a variety of international agreements and commenced offering new programs to attract new students in order to increase student enrollment within its College of Business. International agreements consisted of partnering with two Chinese universities to import students within its undergraduate B.B.A.

degree. New programs included the offering of an undergraduate certificate in homeland security, the addition of a finance concentration within its B.B.A. program, and the addition of an M.B.A. program that contained general and finance concentration areas.

These new programs attracted a variety of domestic and international students, both undergraduate and graduate. However, despite achieving its goal of increasing enrollment numbers, the College of Business experienced the age-old issues of plagiarism. Essentially, when enrollment increased, so did instances of plagiarism. Depending upon the severity of the plagiarism, the consequences at the host institution may be dire for students. Generally, reprimands are issued along with some type of academic monitoring to ensure that infractions do not occur again. In a worst case instance, the host institution may expel plagiarists who exhibit egregious acts or that recidivate during succeeding assignments.

After attempting to initially mitigate plagiarism increases through organizational policies that necessitated expulsion, the host institution realized that deterring and correcting aberrant behavior to ensure student retention was less expensive than completely expelling students and obtaining replacements. Given these incidents, the College of Business conducted a survey to better understand the mindsets, motivations, and perceptions of plagiarism within its student body. Three issues were investigated within the survey: 1) perceptions regarding the necessary evil aspects of plagiarism, 2) perceptions of professionalism, and 3) perceptions regarding the legality of plagiarism.

Previous analyses of the survey examined stratifications of undergraduate versus graduate students and domestic versus international students with respect to perceptions of plagiarism (Doss, et al., 2016a; Doss, et al., 2015a). The outcomes of the study involving undergraduate versus graduate business student perspectives showed that plagiarism was not perceived as a

necessary evil; that few, if any, characteristics of unprofessionalism were perceived; and that few, if any, characteristics of illegality were perceived (Doss, et al., 2015a). Regarding the domestic vs. international perspective, the outcomes of the study showed that plagiarism was not perceived as a necessary evil; that few, if any, characteristics of unprofessionalism were perceived; and that few, if any, characteristics of illegality were discerned among the respondents (Doss, et al., 2016a).

The host institution also examined the survey from the stratification of part-time vs. full-time students. In this instance, plagiarism was not shown to be perceived as a necessary evil (He, et al., 2016). Both part-time and full-time respondents expressed neutrality regarding legal attributes of plagiarism (Yang, et al., 2016). Neutrality was also expressed regarding perceptions of professionalism (Liu, et al., 2016).

The current study discussed herein represents a natural extension of the preceding analyses by examining the stratification of males versus females regarding perceptions of plagiarism. The male versus female perspective was chosen because the host institution lacks a view of plagiarism perspectives involving such a stratification. Essentially, within this study, the host institution continues its exploration of examining business student perceptions of whether plagiarism is perceived as a necessary evil, perceptions of business students regarding professionalism and plagiarism, and business student perceptions of legality and plagiarism.

### **Literature**

In some instances, especially when considering the scientific community, no absolute, universal agreement exists regarding a definition of plagiarism (Allen, et al., 2015; Doss, et al., 2016a). Plagiarism may exist anywhere. Although its historic connotations are traced to the Latin *plagium*, plagiarism permeates both modern academic and professional environments (Izet,

2013). It is not abnormal for notable instances of plagiarism to attract national spotlights. For instance, in 2014, at the University of Nevada (Las Vegas), Mustapha Marrouchi, an English professor, was discharged because of severe acts of plagiarism that spanned years (McCabe, 2014). Marrouchi apparently commenced plagiarizing during his formative years of graduate school at the University of Toronto and was again involved in a plagiarism incident at Louisiana State University (McCabe, 2014). The Nevada incident showed a continuing trend of illicit activity. Throughout the duration of his career, the plagiarized materials consisted of blog writings, books, various essays, and his graduate dissertation (Schmidt, 2014).

The ubiquitous characteristics of plagiarism are undeniable. According to Qi (2015), during 2014, approximately 8,000 Chinese students were expelled from American universities because of some type of dishonesty academically or lackluster performance. In Germany, the defense minister resigned and his academic degree was rescinded because approximately 20% of his graduate thesis contained plagiarized material (Lose, 2011). In Canada, at the University of Alberta, a speech given by an academic dean involved plagiarism thereby resulting in his resignation (Dyer, 2011). In some cases, from the perspective of copyrights, instances of allegations of plagiarized materials are addressed within the justice and court system, such as the dispute involving the music for Vanilla Ice's song *Ice Ice Baby* (Allen, et. al., 2015; Doss, Glover, Goza, & Wigginton, 2015b). However, because of differences and ambiguities of laws and emerging legal issues involving the digital domain, pursuing such cases is often challenging (McElreath, et al., 2013).

Any contemplation of plagiarism reveals its pervasiveness and complexity. Approximately 75% of students report some form of cheating academically, and approximately 68% did not consider offenses to be serious (Kaplan, 2008). Approximately 36% of

undergraduate students and about 24% of graduate students reported paraphrasing from the Internet without proper attribution (McCabe, 2005). Approximately 38% of undergraduate students paraphrase from written sources whereas about 25% of graduate also report such activity (McCabe, 2005).

No solitary reason exists for someone to commit an act of plagiarism. Foundational motivations range from the unfamiliarity of language to the stresses of experiencing timed examinations (Bista, 2011). Similarly, no consensus exists regarding what punitive measures are appropriate for instances of plagiarism (Doss, et al., 2015a). Instead, each event is situational, and involves a range of outcomes (Allen, et al., 2015). Depending upon the motivation, some argue that plagiarism represents an intentional form of thievery (Maurer, Kappe, & Zaka, 2006). Currie (1998), from the perspective of cultural differences, indicates that plagiarism is a transgression in which Western cultures are often violated academically. Among foreign cultures, it may not be uncommon to use the exact verbiage or the ideas of someone else because they are believed to belong to the entirety of society. In such instances, attributions and references are unnecessary (Mundava & Chaudhuri, 2007).

A consideration of the reviewed literature reveals three themes: 1) necessary evil, 2) professionalism, and 3) legality. The necessary evil notion posits that plagiarism is necessary for some amount of academic success to occur (Doss, et al., 2015a). For instance, someone may “simply make last-minute efforts to slip an assignment by a professor (Thomas, 2007, p. 81).” The professional perspective involves a variety of considerations ranging from copyright infringement to the transgressing of ethical codes among professional societies (Doss, Glover, Goza, & Wigginton, 2015; McElreath, et al., 2013). Such considerations parlay into legal considerations of the justice system wherein disputes involving allegations of copied and

plagiarized materials are settled (McElreath, et al., 2013). Additionally, Maurer, Kappe, & Zaka (2006) and Allen, et al., (2015) consider plagiarism to be a form of intellectual theft because the property of someone is taken neither without permission nor attribution. Given these notions, plagiarism involves considerations of legality and illegality.

Plagiarism affects even small institutions of higher education. This study's host institution represented a regional teaching institution that enrolled approximately 5,000 students (both physical and virtual campuses). During recent years, the host institution's College of Business entered into several international academic partnerships and student exchanges, added a new graduate program and undergraduate majors, and commenced offering its programs online. Given the increases of students, the host institution experienced an increase of plagiarism incidents. Thus, the purpose of this study was to explore student perceptions of plagiarism from three perspectives: 1) necessary evil, 2) professionalism, and 3) legality.

### **Research Questions and Hypotheses**

The research questions and hypotheses were retained from the preceding studies (Doss, et al., 2016a; Doss, et al., 2015a). The primary research question of the proposed research was: Do students perceive plagiarism as unethical and a stain within the scientific community? The research question was sub-divided into three questions:

- Do the respondents perceive plagiarism as a necessary evil?
- Do the respondents perceive plagiarism as unprofessional?
- Do the respondents perceive plagiarism as illegal?

Derived from the research sub-questions, the hypotheses were:

$H_{0,1}$ : There is no statistically significant difference between the perceptions of male students versus female students regarding the notion that plagiarism is a necessary evil.

$H_{0,2}$ : There is no statistically significant difference between the perceptions of male students versus female students regarding the notion that plagiarism is unprofessional.

$H_{0,3}$ : There is no statistically significant difference between the perceptions of male students versus female students regarding the notion that plagiarism is illegal.

### **Research Design and Methodology**

This study used a Likert-scale wherein the values ranged between 1 (strongly disagree) and 5 (strongly agree). The value of 3 represented neutral responses. The survey queried student perceptions of ethics, legality, and professionalism involving plagiarism. The survey instrument was approved by the Institutional Review Board, contained an informed consent notice, and was disseminated to male and female students within the College of Business. The survey instrument consisted of two separate sections: 1) plagiarism questions, and 2) demographic questions. Three scales existed: 1) questions 1 through 12 (necessary evil); 2) the questions 13 through 27

(professionalism), and 3) questions 28 through 35 (legality). The following tables show the question scales.

Table 1

*Necessary Evil Question Scale*

Item	Statement
1	I can plagiarize if I don't have enough time to meet a deadline.
2	I can't keep from using someone else's materials without citing because there are only so many ways of saying something.
3	People lie if they say they have absolutely never plagiarized something.
4	I sometimes use someone's materials verbatim as inspiration in my writing or speaking assignments.
5	Sometimes, I translate and copy materials that were published in a foreign language.
6	I have to plagiarize if something more important needs my attention.
7	I plagiarize materials simply because I haven't been caught yet.
8	I can use someone else's descriptions of methods because the method is unchangeable.
9	If my friends permit me to copy from their work, it's all right and nothing bad because I have their permission.
10	Plagiarism is absolutely necessary sometimes.
11	It is impossible for me to complete my work without plagiarizing some or all of it.
12	If one cannot write well in a foreign language, it is all right to copy materials that were previously published using that language.

Table 2

*Professionalism Question Scale*

Item	Statement
13	Plagiarism is a temptation because everyone else plagiarizes.
14	Plagiarism quashes intellectual curiosity.
15	Plagiarism within a high-value paper or speech may be ignored.
16	The identities of plagiarists should be announced openly.
17	This academic institution has no plagiarism.
18	Plagiarism is not a bad or wrong thing for me to do.
19	I do not feel bad about copying excerpts or whole materials from my previous works, and using them again for another class.
20	In the context of morals and ethics, it is important to discuss plagiarism.
21	People say they do not plagiarize, but do plagiarize materials.
22	Using someone else's materials without proper citing or referencing the other person is not deemed offensive or criminal in my culture.
23	Plagiarism is unacceptable within the context of professionalism
24	I believe plagiarism is unethical
25	I believe plagiarism is immoral
26	I believe plagiarism is criminal
27	I do not report my peers who I know plagiarize.

Table 3

*Legality Question Scale*

Item	Statement
28	Plagiarists should be punished by law.
29	Novice researchers or assistants should receive mild punishment or be merely warned for using some type of plagiarism.
30	It is justifiable to use my previous works without referencing myself to complete new works.
31	Plagiarism should be deemed unimportant even though it involves taking and using another's materials or concepts, but not their physical possessions.
32	Plagiarism is a form of intellectual theft.
33	Plagiarizing something is equivalent to stealing an exam or exam answers.
34	Plagiarists should be expelled from professions or occupations and punished appropriately.
35	Plagiarism in speeches or writing does no harm to the cumulative academic and scientific communities.

Survey questions also were derived from Howard, Ehrich, and Walton (2014) regarding specific question topics and the observations of the host institution regarding its instances of plagiarism. Specific question groups formed the basis of composite scales for analysis.

Respondents consisted of male and female students enrolled in both day and night classes. The host environment exhibited a total of 312 enrollees within its College of Business. The acceptable sample size totaled 121 respondents (95% confidence level; 5 points). The survey was administered during the first ten minutes of both day and night courses within the College of Business. A total of 178 survey responses were received thereby representing approximately 56% of the enrollees. This quantity of responses surpasses the minimum quantity of responses that was deemed necessary for ensuring that the sample exhibited the characteristics of the population. This high response rate is attributable to the fact that surveys were disseminated directly to respondents during course periods (i.e., captive audiences). Respondent duplication was unallowable.

The use of one-way, two-tailed ANOVA facilitated examining differences of perceptions between males and females. Effect size was examined via using the Omega-Squared method. The Chi-Squared method was used to explore the potential of bias within the study by examining the distribution of expected responses versus the distribution of actual responses with respect to quantities of males and females. The level of significance for both ANOVA and Chi-Squared tests was 0.05. The Cronbach method was used to explore internal consistency and reliability of the study.

The scaled questions were evaluated through means analyses to determine the characteristics of directionality within the received responses for each of the question scales. Mean analysis approaches are subjective regarding their constraints (McNabb, 2010). Within this study, the constraints for analyzing mean response values were: 1) if  $mean < 2.5$ , then disagreeing; 2) if  $2.5 \leq mean \leq 3.5$ , then neither agreeing nor disagreeing; and 3) if  $mean > 3.5$ , then agreeing.

### Discussion of the Findings

The Chi-Squared method examined whether bias influenced the study through examining the distribution of the disseminated surveys versus the reported distribution that was observed from the returned surveys. The host institution indicated the presences of 267 male students and 45 female students enrolled within its College of Business. This distribution was the foundation for examining the potential of bias within the study. The Chi-Square analysis outcome ( $\alpha = 0.05$ ;  $X^2 = 0.0000$ ) showed a statistically significant outcome. Thus, the potential of bias within this study is suggested.

The Cronbach method was used to examine the reliability of the research study. The following table shows the Cronbach scale outcomes.

Table 4

*Cronbach Outcomes*

Entity	Item	Cronbach Value
Overall Study	Cumulative Study	0.84
Scale 1	Necessary Evil	0.86
Scale 2	Unprofessional	0.67
Scale 3	Illegal	0.74

The respondent demographics showed that approximately 53.85% of the respondents were male whereas approximately 46.15% of the respondents were female. Approximately

85.44% of the students were undergraduates whereas approximately 14.56% of the respondents were graduate students. The vast majority of students, approximately 91.62%, represented full-time students whereas approximately 8.38% of the respondents indicated a part-time status. Approximately 87.53% of the students were enrolled in day classes whereas approximately 12.65% were enrolled in night classes.

Numerical descriptions of the first scale are presented within Table 5. This scale measured perceptions regarding the notion that plagiarism is a necessary evil.

Table 5

*Numerical Descriptions for the First Scale (Necessary Evil: Questions 1-12)*

Item	Mean	Standard Deviation	Variance	Mode	Median
Scaled Ques. 1-12	1.98	1.14	1.00	1	2
Male	2.04	1.16	1.34	1	2
Female	1.92	1.12	1.25	1	1

Numerical descriptions of the second scale are presented within Table 6. This scale measured perceptions regarding the notion that plagiarism is unprofessional.

Table 6

*Numerical Descriptions for the Second Scale (Questions 13 through 27)*

Item	Mean	Standard Deviation	Variance	Mode	Median
Scaled Ques. 13-27	2.47	1.36	1.00	1	3
Male	2.62	1.38	1.89	1	2

Female	2.68	1.34	1.80	1	3
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Numerical descriptions of the third scale are presented within Table 7. This scale measured perceptions regarding the notion that plagiarism is illegal.

Table 7

*Numerical Descriptions for the Third Scale (Questions 28 through 35)*

Item	Mean	Standard Deviation	Variance	Mode	Median
Scaled Ques. 28-35	2.66	1.25	1.57	3	3
Male	2.85	1.17	1.37	3	3
Female	2.75	1.22	3.00	3	3

The ANOVA outcomes are presented within the following table. The hypothesis tests used a significance level of 0.05 and the p-value approach.

Table 8

*ANOVA Outcomes*

Scale	ANOVA	Effect	Total	F-Value	F-Critical
	p-value	Size	df		
Ques. 1-12	0.0177	0.002	2,029	5.63	3.84
Ques. 13-27	0.1142	0.000	2,520	2.49	3.84
Ques. 28-35	0.0095	0.005	1,158	6.74	3.84

$\alpha = 0.05$

Statistically significant outcomes were observed regarding the first and the third scales. Respectively, the first and the third scales investigated whether plagiarism was perceived as a necessary evil and whether plagiarism was perceived as illegal. With respect to the first scale, the analysis of the means showed that both the male and female groups tended toward disagreement regarding the notion that plagiarism is a necessary evil. Within the first scale, the male group mean was 2.04 whereas the female group mean was 1.92 thereby showing disagreement. Regarding the third scale, the analysis of the means showed that both the male and the female groups tended toward neutrality with respect to the notion that plagiarism is illegal. Within the third scale, the male group mean was 2.85 whereas the female group mean was 2.75 thereby showing neutrality.

Although statistically significant outcomes were discovered, no practical significance is suggested. The host institution must consider the implications for practical significance and organizational value. Given the outcomes of the study, the host institution may examine methods whereby it may enhance its plagiarism awareness methods toward deterring future instances of plagiarism.

The findings of this study may be considered with respect to the outcomes of its predecessors. The outcomes of the preceding study involving undergraduate versus graduate business student perspectives showed that plagiarism was not perceived as a necessary evil; that few, if any, characteristics of unprofessionalism were perceived; and that few, if any, characteristics of illegality were perceived (Doss, et al., 2015). Regarding the domestic vs. international perspective, the outcomes of the preceding study showed that plagiarism was not perceived as a necessary evil; that few, if any, characteristics of unprofessionalism were

perceived; and that few, if any, characteristics of illegality were perceived among the respondents (Doss, et al., 2016a).

The current study bolsters the findings of its predecessors. In all cases, plagiarism was not perceived as a necessary evil among the respondents. Overall, few, if any, characteristics of unprofessionalism were perceived among the respondents. Overall, few, if any, characteristics of illegality were perceived among the respondents.

### **Conclusions and Recommendations**

It is concluded that a statistically significant difference exists regarding the mean for men and the mean for women involving scaled items 1 through 12 which reflect the notion that plagiarism is a necessary evil. Given the mean analysis of this scale, it is concluded that both groups, males and females, disagreed with this notion. Therefore, it is concluded that plagiarism is not perceived as a necessary evil among the male and the female respondents.

Plagiarism is inexcusable because both students and faculty are aware of the organizational definitions, policies, and consequences regarding plagiarism throughout the duration of any course. During any course, sufficient time and library resources exist for crafting original concepts and compositions both professionally and academically. Such awareness and plentiful resources contribute toward deterring plagiarism.

It is concluded that scaled items 13 through 27 showed no statistically significant difference. This scale represented the notion that plagiarism is unprofessional. Given the mean analysis of this scale, it is concluded that the respondents expressed neutrality (i.e., neither agreed nor disagreed) regarding this issue. Therefore, it is concluded that respondents perceived few, if any, attributes of unprofessionalism. Many of the respondents were undergraduates that never experienced professional work settings. Therefore, youth (i.e., age) and lack of experience

may contribute toward an ignorance of fully understanding professionalism in its practical, experiential, and ideological forms. Experience will improve any understanding of professionalism in due time.

It is concluded that a statistically significant difference exists regarding scaled items 28 through 35 involving the notion that plagiarism is illegal. Given the mean analysis of this scale, it is concluded that the respondents, both males and females, expressed neutrality (i.e., neither agreed nor disagreed) regarding this issue. Therefore, it is concluded that respondents perceived few, if any, attributes of illegality. Response neutrality may have occurred because respondents were ignorant of copyright law, and were incapable responding accurately. Respondent demographics revealed a variety of nationalities, especially Chinese. It may be possible that cultural biases influenced the responses to this question scale. For instance, among the international students, some may not have understood fully the enquiry because their culture permits and encourages the repeating of the thoughts, works, and ideologies of others, and expects them to occur societally.

The outcomes of this study provide some insight regarding the mentality of its business student body as well as the attributes of the academic setting. Given the outcomes of this study, the host institution may examine methods of improving plagiarism awareness within its study body, especially foreign students. Suggestions include greater consideration of plagiarism and copyright violation throughout business seminar courses and increased exposure to organizational policy throughout semester registration. Future studies may examine foundational perceptions of the level of current knowledge exhibited by respondents before additional information is disseminated or registration events occur.

When considered with respect to the outcomes of the preceding studies, it is concluded that the outcomes of current study further confirm the findings of its predecessors. The current study and its predecessors show that plagiarism is not perceived as a necessary evil among respondents. Regarding the issues of professionalism and legality, it is concluded that both the current study and its predecessors showed that few, if any, characteristics are perceived among the respondents.

Regardless of the outcomes of this study, it provides some insight regarding the perceptions of students within a regional teaching institution. Although the outcomes of this study may not be generalizable nationally or regionally and lack universal application, the host institution gleans insight regarding the mindsets of its students. Given the findings and conclusions of this study, various recommendations may be considered for the host institution.

It is recommended that the host institution use different stratifications for reexamining the collected data. The demographics showed a variety of international origins, including China, Mexico, and the Pacific Islands. Future studies may implement the same enquiries and hypotheses using various stratifications of these nationalities. The respondent demographics also showed both professional and vocational occupations. For instance, the student demographics showed instances of both accountants and maintenance workers. Given these observations, future studies may again test the hypotheses using an occupational stratification involving profession versus vocation. The host institution exists as a Division II higher education entity. It is recommended that future studies investigate the hypotheses with respect to a comparison between the Division II students of the host institution versus the students from a Division I research institution.

Such explorations may provide a basis for examining the potential of the host institution to service the needs and wants of unique, niche markets academically. Among academic markets, colleges and universities often improve their cash flows through the servicing of unique, new markets (Doss, et al., 2016b; Doss, et al., 2015c). Within such niches, attracting foreign students is often dependent upon their perceptions and assessments of quality regarding programs and specific majors (Davies & Hammack, 2005). By mitigating plagiarism and increasing awareness of policies, the host institution may improve the quality of its academic setting. As a result, the host institution may improve its attractiveness among foreign markets when luring potential students.

Although this study provided insight regarding the perceptions of respondents, it was beyond the scope of this study to investigate extensively any aspects of causation or coincidence regarding the examined issues. Therefore, any examination or consideration of causation versus coincidence was immaterial given the design and purpose of the study. Future studies may examine causation with respect to experimental research designs. Regardless, this study represents a starting point for future exploratory research designs and investigations.

Although statistically significant outcomes were discovered within this study, no practical difference exists. However, the host institution must speculate the meaningful application of the findings herein. From a practical standpoint, the host institution may improve plagiarism awareness within its study body through a variety of endeavors. Business students are required to experience a senior seminar before graduating and entering the workforce. One of the goals of the senior seminar is to prepare students for entering occupational settings. In order to enhance plagiarism awareness, an emphasis of plagiarism and copyright infringement may be riddled throughout the senior seminar experience.

Plagiarism is not the only issue that affects students and institutional settings. Among business schools, a variety of issues are pertinent. Common examples affecting students among institutional settings range from class attendance to grade inflation (Doss, Pitts, & Kamery, 2005; Moore, Armstrong, & Pearson, 2008; Pitts, Doss, & Kamery, 2005a; Pitts, Doss, & Kamery, 2005b). Future studies may examine the potential of relationships between class attendance and plagiarism and instances of plagiarism with respect to perceptions of grade inflation.

In any case, the outcomes and conclusions of this study provide some insight regarding student perceptions of plagiarism within the settings of a Division-II regional teaching institution. Essentially, it provides some perspective regarding male versus female opinions within the queried student body regarding plagiarism. Although some differences may be expected regarding the perceptions of male versus female students, the findings and conclusions herein showed similarities (i.e., directionality of the mean analysis) between male and female students regarding whether plagiarism was deemed a necessary evil, whether plagiarism was perceived as unprofessional, and whether plagiarism was perceived as illegal.

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