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Academic Honesty from A Saudi Student’s Point of View: Dealing With Negative Stereotype

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Academic Integrity From A Saudi Student Point of View: Dealing With a Negative Stereotype

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ABSTRACT

Despite all the research showing the academic dishonesty of Middle Eastern students, and Saudi students in particular, many Saudi students are working hard to obtain their degrees honestly. This process is being made harder by the stereotype that is placed upon them simply because of their nationality. Due to the large number of Saudi students in higher education institutions in the United States, it would be helpful for these institutions to come up with ways to assist these students in dealing with any negativity, as well as ways to help professors avoid putting forth a negative stereotype toward these students.

RESULTS

Demographic information regarding reasons for coming to the United States (scholarship, family, the American dream, etc.), level of English, study preparedness, and academic standard adaptation was gathered from each student. Two additional questions asked if these students had experienced some negativity due to their nationality as well as their opinions on whether this negativity had been difficult to overcome.

PURPOSE OF THE RESEARCH

This research aims to disprove the negative stereotype that many Saudi students engage in academically dishonest practices. In addition, it will prove that despite the stereotype, Saudi students who come to the United States to study do so with the intention of earning their degrees in a manner that is completely ethical. This research also addressed the stereotype itself, being that the students are dishonest, and the fact that the stereotype has a negative effect on the students who are trying to earn their degrees honestly.

IMPLICATIONS

Saudi students are feeling the negative effects of the stereotype that often considers them to be dishonest. This negativity has a major effect on them as they strive to carry on with their academic studies in the United States. Despite this negative stereotype, the majority of the students were aware of what constituted cheating, and consequently, had never engaged in any activity that could be considered dishonest.

SELECTED REFERENCES


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