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Review

Academic dishonesty and its relations to peer cheating and culture: A meta-analysis of the perceived peer cheating effect

Li Zhao [a,*], Haiying Mao [a,1], Brian J. ompton , Jun ie eng [a], enyue u [a], ang ang [c,d,e,***], ail . Heyman , ang Lee [f,**]

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Academic cheating is a worldwide pro lem, which is e acer ated y perceived peer cheating. he present review of the literature uantitatively e amined this . his meta-analysis included studies reporting correlations etween students' own cheating and their erception of cheating in peers. he sample consisted of effect si es studies ased on a e si e of ,1 1 demographically diverse participants from multiple countries m papers pu lished from 1 1 to 1. Results showed a perceived peer cheating ermediate effect si e = . , = . to . , and that perceived peer among one of the strongest factors nown to e associated with students' academic derator analyses using country level measures revealed this effect to e stronger in cultures that are high in power distance, collectivism, long-term orientation, restraint, and low in uncertainty avoidance and religiosity. he present ndings indicate that the ehavior of peers plays an important role in students' academic cheating, suggesting that effective strategies to promote academic integrity will need to consider peer in uences as well as the culture in which students are sociali ed.

Academic dishonesty is a serious pro lem worldwide that has ne ices for individuals, institutions, and society at

* orresponding author. epartment of sychology, Hang hou or o. 1 uhangtang Rd, uhang istrict, Hang hou, 111 1, hina.
** orresponding author. r. ric Jac man nstitute of hild tudy f oronto, ntario, M R , anada.
*** orresponding author. chool of sychological and ognitiv ehavior and Mental Health, e ing niversity, o. iheyuan Rd, Haidian istrict, Bei ing, 1 1, hi
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[1] o- rst author: H. Mao.

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large Anderman & Murdoc , 11 i e , 1 Lupton et al., Murdoc & Anderman, ucci & ur , 1 . t is de ned as intentionally carrying out for idden ehaviors to gain an unfair advantage in an academic co al., 1 , and it includes ehaviors such as cheating on e aminations, copying others' homewor or assignments, a n Anderman & Murdoc , 11 i e , 1 Rettinger, 1 alt er & ahl, alt er et al., 1 . he pres ocused on the lin etween students' academic dishonesty and their perception of cheating ehavior in peers, which w .

cienti c research on academic dishonesty egan in the early 1 s e.g., Barnes, 1 Har May 1 oel er, 1 1 shortly after educational research was esta lished as a scienti c discipline. ince then, research stigated the prevalence of academic dishonesty and the factors that are associated with it. eer socia ation has eme larly important in uence, and it is a ey component of several theoretical approaches e.g., Hayn .

ne theoretical approach that points to the importance of peers ing academic dishones Bandura, 1 , 1 . his theory posits that many human ehav tudes are learned through t learning. his account suggests that a person who witnesses socia ant individuals engaging in an is more li ely to engage in similar ehaviors themselves, eve ehavior violates societal norms 'Rour e et al., 1 according to this theory, students will e more li ely to ch y o serve their peers engaging in a

Another theoretical approach which points to the im f peers in understanding academic dishonesty is ne theory. According to this theory, individuals adopt ne chni ues to ustify violating social norms in order to maintain a positive self-image e.g., ulvers

"everyone else is doing it" e.g., Haines et al., 1 . his pr - i ation techni ue reduces or displaces one's own responsi ility y attri uting the causes of ehavior to others or to e ternal factors tephens, 1 . hus, when students o serve cheating among their peers, they may use it to ustify their own cheating. It should e noted that neutrali ing ones' moral concerns does not necessarily mean that individuals are disengaging from moral principles a out honesty and integrity alt er

cheating. his ap
perceive cheating to e co
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perception of peer cheating. t is nece
rule out potential pu lication ias, ut also to
uch an estimation will allow for comparing t
motivation , the effect si es of which have alr
econd, we investigated potential factors
perceived peer cheating effect. Although we
ecause many theoretical accounts point to t
evidence that cultural values can moderate the
e amined whether cultural values at the coun

une ually distri uted in the institutions or organi ations. ndividuals from high power distance cultures tend to value dependence relationship, while those from low power distance cultures have a limited dependence relationship Hofstede et al., 1 . hus, students from high power distance cultures may e more in uenced y their peers than students from low power distance cultures. However, an alternative prediction is that in high power distance cultures, individuals are in uenced y their superiors who have more power rather than y their peers who have a similar power level. onse uently, students from high power distance cultures may e less in uenced y their peers than those from low power distance cultures.

he third cultural dimension is long-term short-term orientation, or the e tent to which individuals tend to focus on the future or the present Hofstede et al., 1 Hofstede & Min ov, 1 . ndividuals from cultures with a long-term orientation tend to focus on whether their current ehaviors will have a signi cant impact on their well- eing in the future, whereas individuals from cultures with short-term orientation tend to focus on the immediate conse uences of their ehaviors. t is well esta lished that individuals from cultures with a short-term orientation tend to view peer relationships as uid and changea le, and are more inclined to withdraw from relationships that do not serve their immediate needs, whereas individuals from cultures with a long-term orientation tend to consider peer relationships as sta le ialdini et al., 1 yserman et al., . hus, people from a culture with a long-term orientation might e inclined to change their own ehavior to stay in alignment with peers, whereas people from a culture with a short-term orientation might e more in uenced y their peers if it serves the immediate needs of friendship maintenance.

he fourth cultural dimension we e amined was indulgence-restraint. ndulgent societies place a greater

included su ects would e as wide as possi pu lished lite issertations, c nference papers, re s, and oo chapters , we searched through sertations and owing eyw to co earch: academic cheating, academic dishon mic integrity, acade luct, une nic e agiarism, cheating, cheat, dishonesty, and hon nd, we e amined the reference lists fr ., Anderman & Murdoc , 11 Bucciol & Monti i e , 1 rown & piller, 1 hitl hat were not found using the rst strategy. amined the studies that have een inclu ers that were not identi ed y the rst two e., uadrado et al., 1 ilu & ostle 1 rou et al., aulhus & u ois, 1 hitley et al., 1 . e also e amined t ons of all the studies cited a ove to search for ones we had missed.

ur systematic search yielded 1, records. reliminary assessments of ed to the elimination of many irrelevant

low chart of the literature search and study selection procedure.

papers e.g., literature reviews, commentaries, ualitative research and those that could not e o tained as full te ts. After e cluding these papers, we were left with studies. etailed records were developed for each of these studies that included the following information: a study characteristics author, year, title, ournal, pu lication status, region in which studies conducted sample characteristics sample si e, educational level, num er of females and males c information referring to academic dishonesty research method, correlates of academic cheating, type of academic dishonesty . e identi ed 1 studies that speci cally e amined the association etween academic dishonesty and perceived peer cheating y using the following eywords ased on studies: peer, classmates' cheating, and others' cheating. e further narrowed down the num er of studies to after applying the following inclusion criteria:

1 tudies had to report at least one measure of students' perceived peer cheating. e e cluded 1 studies for not reporting any such measures.
tudies had to report at least one measure of students' actual own academic dishonesty. e e cluded nine studies which only reported students' attitude or intention toward academic dishonesty.
tudies had to report the statistical relation etween academic dishonesty and perceived peer cheating or report enough information so that statistical relations could e computed. e e cluded 1 studies on this asis.
tudies had to report the sample si e. e e cluded one study for not reporting the sample si e
nly one effect si e should e e tracted from a given sample of participants. e e cluded three studies for overlapping participants ecause the authors used the same dataset to pu lish three papers.

he studies that met inclusion criteria included a total of , 1 su ects and yielded independent effect si es. After removing outliers ased on assessing the e tend of heterogeneity of the effect si es y using and statistics see elow , we o tained a nal set of effect si es studies ased on a total sample si e of ,1 1 su ects from papers pu lished from 1 1 to 1.

ee Appendi A and a le A1for the studies included in the meta-analysis. ee ig. 1 for the literature search and study selection procedure.

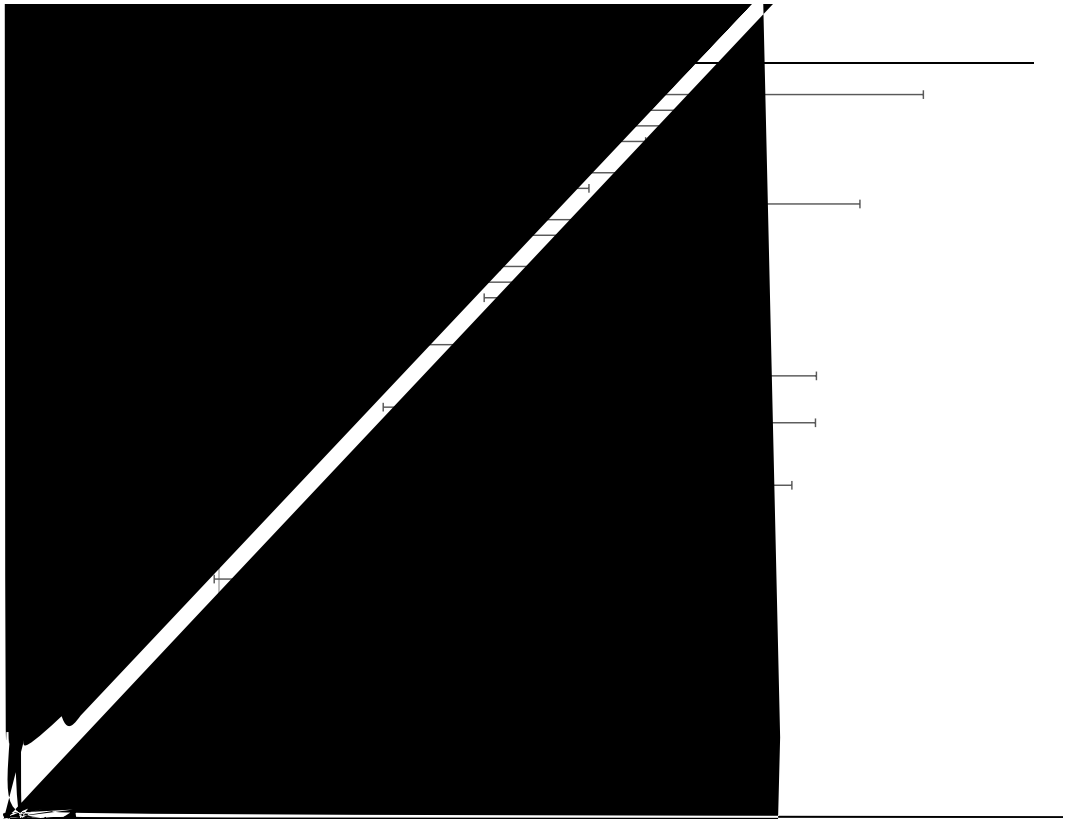
wo graduate students independently coded ach of the studies. he interrate for the coded varia les and the effect si es were oth 1 . e selected the corr ents as the effect to assess the relation etween academic dishonesty and perceived peer cheating. correlation coef cie ositive when the report of academic cheating increased as perceived peer cheating incr

Among the studies included in the sis, a total of effect o tained from studies that reported original correlation coef cients directly. or the s using regression analy eporting correlation coef cients = , we converted standardi ed β coef cients eterson & Brown, . e e cluded seven studies that only reported unstandardi ed β coef cients as they are rarely m d an Rhee et al., 1 . or studies using multiple statistical methods e.g., reported oth correlation coef cient and st coef cient , we gave priority to the correlation coef cients, following the suggestion of eterson and Brown . ome studies used tests or tests o = to compare the perceptions of peer cheating for cheaters versus non-cheaters. ome studies also conducted chi-s uare tests = for attitude towards each peer cheating ehavior uestion and the self-reported academic cheating ehavior to determine if the two varia les are related. Because some studies only reported group-level comparisons etween students' own academic cheating and their perceptions of peer cheating, we converted standardi ed mean differences ohen to iserial correlations = 1 . n these cases, we used a we application to calculate and transform the effect si e computation of different effect si es such as , and transformation of different effect

report these results in the appendi . here were no studies measuring these varia les at the individual level, so we o tained country-level inde es as moderators, which were all continuous varia les. or the rst ve cultural values, we used scores from eert's ata ase http: geert-hofstede.com for countries in which the studies were carried out. e used the allup nternational Religiosity nde allup nternational urvey, 1 to measure the religiosity of a country. hree studies were e cluded from this analysis ecause they were conducted in multiple countries and did not include separate effect si es for each country.

e included four additional moderator varia les: geographical region, source of data, academic dishonesty type, and year of pu lication. e coded geographical region into two levels: orth America e.g., the nited tates and anada = and thers i.e., outside orth America = 1 as a out half of the studies meeting the inclusion criteria were conducted in orth America. e coded source of data as collected in the classroom = 1 or out of the classroom, such as an online survey = . our studies were e cluded from this analysis ecause this information was not reported. or academic dishonesty type, we used two different classification methods: e am cheating versus all other cheating, as well as individual cheating versus colla orative cheating. irst, we coded academic dishonesty type into two levels: cheating on some form of test = , and cheating on homewor or other assignments = . hirty studies that assessed oth of these types of academic dishonesty were e cluded from this analysis ecause separate effect si es were not reported. ive studies that did not identify the academic dishonesty type were also e cluded from this analysis. e coded academic dishonesty type into another two levels: individual cheating = , and colla orative cheating = . hirty-seven studies that assessed oth of these types of academic dishonesty were e cluded from this analysis ecause separate effect si es were not reported. e coded pu lication year as the continuous varia le. o studies were e cluded from this analysis. o studies reported the effect si es for males and females separately, so we were not a le e amine the moderating effect of gender on the perceived peer cheating effect. e also e plored the effects of the following other potentially confounding national level moderator varia les: per capita, unemployment inde , school enrollment tertiary inde , adult literacy rate, adult education level tertiary inde , and pu lic spending on education tertiary inde see Appendi for details .

or the uantitative meta-analysis, we used the Meta- ssentials wor oo s ersion 1. developed y Ha et al. 1 , and too the following ve steps. irst, we used the correlation coef cient to inde effect si es of the possi le relation etween academic



ffect si es of each included study e cluding outliers . orrelations dots and con dence intervals are displayed for all effects entered into the meta-analysis. or studies with multiple independent samples, the result for each sample 1, , etc. is reported separately. he relative si e of each ullet is proportional to the study's weight in generating the meta-analytic result.

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dishonesty and perceived peer cheating. ollowing our inclusion criteria and coding systems, we e tracted only one effect si e from a given sample of participants to o tain an independent effect si e. econd, we e amined potential outliers y applying the criteria which de ned outliers ased on the . he presence of outliers may lead to a iased estimation of the amount of varia ility in actual effect si es Hunter & chmidt, . e de ned outliers as studies in which the did not overlap with the of the average effect si e ui pers, 1 , pp. –11 .

hird, we analy ed the effect si es to use the random effects model that assumed that effect si es were different from each other ecause of random error. hen we calculated the average effect si e with its and estimated the e tent of heterogeneity y using and statistics. he statistic, which ranges from to 1 , is e ual to the proportion of true variance etween studies in total variance see Borenstein et al., . t is generally accepted that a percentage of of represents low heterogeneity, of represents moderate, and of represents high heterogeneity Higgins et al., . After removing outliers using the con - dence intervals we found a moderate proportion of heterogeneity in the effect si es, = = 11 . , < . 1, = . , ena ling us to perform the moderating analyses with results that were suf ciently ro ust without eing swayed y outliers.

ourth, we used moderator analyses to e amine potential categorical and continuous varia les that might moderate the relation etween academic cheating and perceived peer cheating. ifth, we performed a set of analyses to address the possi ility that pu li- cation ias might affect the true average effect si e y concealing null or small effects. e used three different methods to detect potential pu lication ias: funnel plot with trim-and- ll, Rosenthal's fail-safe test, and gger's regression.

here were studies that met all the inclusion criteria after e cluding the outliers whose was not within the range of average effect si e's . hese studies yield effect si es ased on a total sample si e of ,1 1 su ects. or detailed infor- mation, including the study characteristics, sample characteristics, moderator characteristics and effect si es of studies included in this meta-analysis, see a le A1 and a le A in Appendi A.

he meta-analytic average effect si e was signi cant = . , = . to . , < . 1 . According to ohen 1 , this effect si e is intermediate. hen including all the a errant effect si es, the overall effect of this meta-analysis did not change signi cantly = . ,

provide con dence intervals of their mean effect si es. [illegible]on, we could not statistically compare [illegible] found in their meta-analyses and the present one.

e computed the earson correlational coef [illegible]ltural value inde es. As shown i [illegible], some of the inde es were highly correlated e.g., individualism-collectivism vs. power distance long-term short-term [illegible]n vs. indulgence-restraint , whereas others were moderately correlated e.g., individualism-collectivism vs. religios [illegible]gni cantly correlated e.g., indulgence-restraint vs. religiosity . e also computed related earson correlations etwe [illegible]alues and country varia les. As shown in a le , the correlational coef cients were generally not high.

e then conducted the moderator analysis of these inde es on the perceived peer cheating effect. he [illegible]s are shown in ig. , and a summary of results of each cultural value is presented in a le . i cultur [illegible]t moderators of the perceived peer cheating effect individualism-collectivism, power distance, long [illegible], indulgence-restraint, uncertainty avoidance, and religiosity . hese results revealed that the percei [illegible]s stronger in cultures that tended to e high in collectivism, high in power distance, high in long-term or [illegible] low in uncertainty avoidance and religiosity.

Results of other moderator varia les are presented in Appendi . hey included the si th Hofstede ational imension nde -masculinity-femininity, and the potentially confounding national level moderator varia les of per capita, unemployme inde , school enrollment tertiary inde , adult literacy rate, adult education level tertiary inde , and pu lic spending on education tertiary inde . one of these were signi cant, suggesting that the perceived peer cheating effect was sta le regardless of any of these country-level differences.

e found no signi cant effect of the other

ias, if it e isted, would not signi cantly affect the conclusion of our meta-analysis. o con rm this, we included the imputed effect si e in the meta-analysis to o tain an ad usted mean effect si e. e then compared it to the actual mean effect si e without the imputation. e found that the two mean effect si es were not signi cantly different from each other ad usted mean effect si e after imputation: = . , = . to . actual effect si e without imputation: = . , = . to . 1, < . , con-rming that there was no evidence of pu lication ias.

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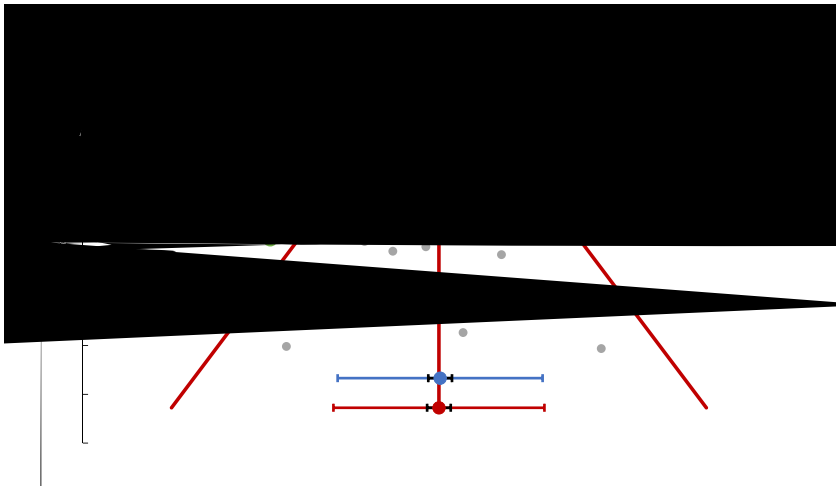
e conducted Rosenthal's fail-safe test 1 and found that at least , studies would e needed to ma e the com ined effect

Results of categorical moderator analyses for the relationship etween perceived peer cheating and academic dishonesty.

ategorical varia les				for				*		
				Lower	pper					
eographical region	orth America		.	.	.	.	.	. 1	1	.
	thers	1	.	.	.	1.	. 1			
	om ined		.	.	.	11 .	.			
ource of data	ut of the classroom		.	.	.	.	.	.	1	. 1
	n the classroom	1	.	.	.	.	.			
	om ined		.	.	.	.	.			
Academic dishonesty type code1	est		.	.	.	.	.	.	1	. 1
	Homewor		. 1	.1	.	.1	.1			
	om ined		.	.	.	11.	.11			
Academic dishonesty type code	ndividual		.	.	. 1	1.	.	1.	1	. 1
	olla orative		.	.	.	.	.11			
	om ined		. 1		.	.	.			

. om ined com ined effect si e for each moderator analysis est cheating on some form of test Homewor cheating on homewor and other assignments num er of effect si e average effect si e



unnel plot with the trim-and- ll method in the meta-analysis. rey dots represent each effect si e from included studies the lue dot represents com ined effect si e with its con dence interval lac line and prediction interval lue line the red dot represents ad usted com ined effect si e with its con dence interval lac line and prediction interval red line the red vertical line runs through the ad usted com ined effect si e and the corresponding lower and upper limits of the con dence interval represented y red diagonal lines. or interpretation of the references to colour in this gure legend, the reader is referred to the e version of this article.

si e statistically insigni cant. iven this estimate, it is highly unli ely that there e ists a pu lication ias, which is consistent with what was found y the trim-and- ll method.

he gger s regression was not signi cant . , . , 1. to . , 1 . , . , again indicating the lac of a signi cant pu lication ias.

a en together, the previous three analyses of pu lication ias suggest that there might e cases of unpu lished papers due to low perceived peer cheating effects, ut these possi le unpu lished papers ultimately did not signi cantly affect our estimation of the mean si e of the perceived peer cheating effect.

Academic cheating is a universal pro lem that researchers have een investigating for more than a century Anderman Murdoc , Barnes, i e , Hartshorne May oel er, hitley, . arly theoretical wor ased on social learning theory and neutrali ation theory suggested that one important factor in determining whether students cheat is the e tent to which their peers cheat e.g., Hartshorne May oel er, . he present study provides the rst meta-analysis to

uantitatively syntheti e this perceived peer cheating effect and identify ey varia les that moderate this effect.

ur rst ma or nding was that the perceived peer cheating effect was signi cant and that its si e, on average, was intermediate ohen, 1 . his perceived peer cheating effect could not e e plained y pu lication ias or other factors that are not of theoretical interest, such as year of pu lication or the source of data i.e., online vs. in-class survey . urther, this effect could not e e plained y other national level measures such as .

e also statistically compared the effect si e of the perceived peer cheating effect with various other varia les that have een investigated in previous meta-analyses uadrado et al., 1 ilu & ostlethwaite, 1 rou et al., Lee et al., aulhus & u ois, 1 . e found that the perceived peer cheating effect was stronger than most other effects e.g., age, gender, conscientiousness, and achievement motivation see a le 1 for details . Among all the e isting effects that have een analy ed using meta-analysis and reported with con dence intervals, only three showed larger effect si es than perceived peer cheating: neutrali ation, psychopathy, and impulsivity. he effect si e of perceived peer cheating was statistically indistinguisha le from these factors, suggesting that perceived peer cheating is among the most important factors associated with academic dishonesty when we consider each varia le's effect si e individually. However, it should e noted that perceived peer cheating may interact with other varia les e.g., school culture, personality to form an even stronger association with students' academic cheating.

ur second ma or nding was that the perceived peer cheating effect is moderated y the cultural environment in which the students are living. his was investigated y rating the countries in which the studies were conducted along cultural dimensions of Hofstede's cultural value model Hofstede, 11 , and the countries' overall religiosity in addition to several potentially confounding moderators. hese speci c ndings are discussed elow.

e found that the perceived peer cheating effect was stronger in countries with collectivistic tendencies as compared to individualistic tendencies. his is consistent with a general nding that peers play greater sociali ation roles in cultures that emphasi e collective interests, goals, and harmony e.g., riandis, 1 . n these cultures, adolescents and youths, who were the ma ority of the participants for this meta-analysis, are more li ely to use their peers as a reference to learn values and norms as compared to their counterparts in individualistic cultures e.g., riandis, 1 .

he perceived peer cheating effect was stronger in cultures with high power distance than with low power distance. n high power distance cultures, individuals are often afraid of disagreeing with their peers and are more li ely to show respect for authority Hendy et al., 1 . herefore, in academic situations, students in high power distance cultures are more li ely to value peer association and thus align their ehavior with their peers in terms of cheating.

he perceived peer cheating effect was stronger in countries with a long-term orientation than in countries with a short-term orientation. As mentioned a ove, it is well esta lished that individuals from cultures with a long-term orientation tend to treat peer relationships as more permanent, and thus are more inclined to use their peers' ehaviors as a reference for their own actions e.g., yserman et al., . hus, people in these culture may e more li ely to cheat if their peers cheat and are more li ely to e honest if their peers are honest.

n line with our hypothesis, the perceived peer cheating effect was stronger in countries with restrained tendencies than with indulgent tendencies. As mentioned efore, cultural tightness was positively correlated with cultural restraint. n restraint cultures, individuals face more pressure to conform to the group norms whereas, individuals in a loose and indulgent culture are less li ely to e constrained y the norms Hofstede et al., 1 . hus, students from the more restrained societies tend to e in uenced more y their peers' cheating ehavior than those from the more indulgent societies. sing others to decide how to act is one strategy that is fre uently used to reduce uncertainty Mc a e et al., ouri & raum, 11 alter et al., 1 . his is in line with our nding that the perceived peer cheating effect was stronger in countries with low uncertainty avoidance than with high uncertainty avoidance.

he perceived peer cheating effect was stronger in countries with low religiosity than with high religiosity, which again is consistent with our hypothesis. his may e ecause religious elief protects people from negative peer in uences e.g., rier & udiel, 11 Johnson et al., 1 . However, it is also possi le that religious elief could impact people's willingness to accurately report on their own cheating Rettinger & Jordan, utton & Hu a, 1 , especially given that all of the studies in this meta-analysis relied on self-report methods Bloodgood, urnley, & Mudrac , 1 Had ar, 1 .

n addition to the role of cultural values, we also e amined the effects of a range of other potential moderating factors, including geographical region, source of data, academic dishonesty type, and year of pu lication on the average effect si es. Among these moderators, none was signi cantly moderating the perceived peer cheating effect. e also e amined the moderating effects of other national level varia les that re ect social and economic development levels e.g., per capita, unemployment inde , pu lic spending on education , and found that none signi cantly moderated the perceived peer cheating effect. hese null ndings suggest that the signi cant moderating effects of the Hofstede cultural dimensions might indeed reflect the role of culture in moderating

of cultural environment.

ne limitation of the present research concerns the nature of the sample. Although the total sample si e was large = ,1 1 , the estimation of the mean effect si e of the relation etween perceived peer ehavior and academic cheating was ased on a relatively small num er of effect si es = . t should e noted that there are more studies on the perceived peer cheating effect than those included in this meta-analysis. ome of these studies were e cluded due to the fact that the effect si es were either not reported or were reported in a non-standard fashion. t is thus advisa le that future studies follow a standard procedure to report the necessary statistical results for future meta-analyses.

Another limitation is that the studies included in our meta-analysis all relied on self-reported measures of academic dishonesty. iven the possi ility of social desira ility response ias e.g., Bernardi & La ross, , the actual level of academic dishonesty might e underestimated, which may have resulted in iased correlations. urther, although the present meta-analysis provides evidence that cultural values can e plain a signi cant amount of variance in the correlations etween self-cheating and perceived peer cheating, it is possi le that some of the une plained variance is spurious. he potential spurious correlation could e due to the fact that in each of studies included in this meta-analysis, the same participants responded to the self-cheating and peer cheating uestions. o address oth social desira ility and spurious correlation pro lems, future studies should use different informants to provide data a out these two varia les. ne way to do this would e to use uestionnaires to measure participants' perception of peer cheating, and to use ehavioral methods to measure their academic cheating ehavior see i e , 1 Hartshorne & May 1 oel er, 1 1 Zhao et al., , for e amples of ehavioral methods to assess academic cheating .

A third limitation is that we only e amined cultural in uences at the country level. t will e important for future research to e amine the role of culture at the participant level as well, given that there are individual differences within cultures in the e tent to which different cultural values are internali ed ischer & chwart , 11 Leung & ohen, 11 . Assessing cultural values of participants will also allow researchers to determine whether the same patterns of differences etween cultures are also seen within cultures yserman et al., .

he present meta-analysis used Hofstede's inde es as pro ies of cultural values at the country level ecause these inde es are the most widely used and validated to measure country level value differences e.g., Reisinger, oo et al., 11 . uture research should also include other inde es, such as the orld alue urvey nglehart, 1 , which provide representative assessments of similarities and differences etween different countries, and how cultural values change over time. Another issue is that several of the Hofstede ational ulture imension nde es are highly correlated with each other e.g., individualism-collectivism vs. power distance , suggesting that there may e a common cultural construct that underlies these dimensions, and in turn moderates the perceived peer cheating effect. uture studies will e needed to determine what this core construct might e, and the speci c and uni ue contri utions of each of the cultural dimensions. deally, such studies would use individual-level measures of cultural values.

inally, nearly all studies on the perceived peer cheating effect to date have een correlational, which does not allow for a direct e amination of whether perceptions of peer cheating have a causal effect on cheating. or e ample, it is possi le that students who cheat are more a le to detect misconduct in their peers or are motivated to perceive cheating to e more normal to ustify their own ehavior. perimental research is needed to assess different possi le causal relationships. or e ample, researchers could manipulate information a out how common cheating is and e amine whether this impacts actual cheating rates, similar to what has een done in studies of alcohol consumption e.g., urrisi et al., . Another possi ility would e to have peers model academic honesty or cheating, to determine the effects on students' cheating tendencies. uch studies are necessary n

: upervision, riting - Review and diting. ation, Methodology ion, upervision, ritin Review and diting.

he contri utions of L. Zhao and H. he ational atur undation of hina 1 e Zhe iang rovincial hilosophy and oung alent t" of hina 1 e was supported y a grant from the oc nities Research ot ada. he funders had no ly design, data collection and analysis, decision to pu .

escriptive characteristics for studies included in the Meta-analysis

Reference			ercent of females		ducational level	Research methods
in u1 1	.	1	. 1	A		urvey
nowlton1	.	1 1		A		urvey
Lan a- aduce1	.	1		A		urvey
Michaels1	.		.	A		urvey
	.		.	A		urvey
	. 1		.	A		urvey
	.1		.	A		urvey
Baldwin1	. 1		.	A	college	urvey
ie hoff1	.		.	A	college	urvey
Mc a e1	.	1	.	A	college	urvey
	.		.	A	college	urvey
ava	.	1	.	A	college	urvey
Jordan 1	. 1	1	.	A	college	urvey
Lim 1	.	1	.	ingapore	college	urvey
	– .1		.1	A	college	urvey
Mc a e	.	1	.	A	college	urvey
Bichler	.			A	olleg	urvey
	.1		.	roatia	ol	urvey
Ro inson	.	11	. 1	A		urvey
	.		.	A		urvey
	.		.	A		urvey
	. 1			ortugal		urvey
Hard	.		.	A		urvey
Mc a e	.			A & anada	college	
	.1	1	.	A	college	
	.	1	.	A	college	
	.			Le anon	college	
gilvie	.		.	Australia	olleg	
Rettinger	.	1	.	A	college	
ardley	.		. 11	A	college	urvey
tone 1	.	1		A	college	urvey
alton 1 1	.	1	1	A	college	urvey
alton 1	.	1	1	A	college	urvey
	.			A	college	urvey
alton 1	.			A	college	urvey
	.			A	college	urvey
arnese 11	.	1	.	taly	college	urvey
Jurdi 11	.	1	.	anada	college	urvey
hodaie 11	.			ran	college	urvey
	.1			hina	college	urvey
pear 1	.	1	.	A	olleg	urvey
	.		. 1	roatia	ol	urvey
ang 1	.		.	hina aiwan		urvey
Zhang 1	.	1	.	hina		urvey
urasi 1	.		.	A		urvey
	.		. 1	a istan		urvey
rueger 1	.		.	A		urvey
ar 1	.		.	orea	college	
	.	1	.	hina	college	
ri sson 1	.		.	Australia	college	

Reference	eographical Region	ource of data	Academic dishonesty type code1	Academic dishonesty type code	ndividualism-collectivism	ower distance	Long-term short-term orientation	ndul -restrain	inty ce	Masculinity-femininity	Religiosity
Lim 1	thers	during the class	com ined	com ined							
	orth America	during the class	com ined	com ined	1						
Mc a e	orth America	out of the class	com ined	com ined	1						
Bichler	orth America	out of the class	com ined	com ined	1						
	thers	out of the class	com ined	com ined							null
Ro inson	orth America	out of the class	e am	com ined	1						
	orth America	during the class	com ined	com ined	1						
	orth America	during the class	com ined	colla orative	1						
	thers	during the class	e am	colla orative					1	1	null
Hard	orth America	during the class	com ined	com ined	1						
Mc a e	orth America	out of the class	com ined	com ined	null	null	null		null	null	null
	orth America	out of the class	com ined	com ined	1						
1	orth America	out of the class	com ined	com ined	1						
Mc a e	thers	out of the class	com ined	com ined							
gilvie	thers	out of the class	homewor	individual			1	1	1	1	
Rettinger	orth America	out of the class	com ined	com ined	1						
ardley	orth America	out of the class	com ined	com ined	1						
tone 1	orth America	out of the class	com ined	com ined	1						
alton 1 1	orth America	out of the class	com ined	com ined	1						
alton 1	orth America	out of the class	com ined	com ined	1						
	orth America	out of the class	com ined	com ined	1						
alton 1	orth America	out of the class	com ined	com ined	1						
	orth America	out of the class	com ined	com ined	1						
arnese 11	thers	out of the class	com ined	individual			1				
Jurdi 11	orth America	during the class	com ined	com ined							
hodaie 11	thers	null	com ined	com ined	1		1				null
	thers	during the class	com ined	com ined	1						
pear 1	orth America	during the class	com ined	com ined	1						
	thers	during the class	com ined	com ined							null
ang 1	thers	during the class	homewor	individual	1						1
Zhang 1	thers	null	com ined	com ined							1
urasi 1	orth America	multiple	com ined	com ined	1						
	thers	out of the class	homewor	com ined	1						
rueger 1	orth America	during the class	com ined	com ined	1						

Reference	eographical Region		ademic dishonesty type code1	Academic dishonesty type code	ndividualism-collectivism	ower distance	Long-term short-term orientation	ndul -restrain	inty ce	Masculinity-femininity	Religiosity
ar 1	thers	during the class	com ined	com ined	1		1				
	thers	during the class	com ined	com ined							
ri sson 1	thers	during the class	com ined	com ined			1	1	1	1	
Meise erg 1 1	thers	out of the class	e am	com ined							1
Meise erg 1	thers	out of the class	e am	com ined							1
Mensah 1	thers	out of the class	com ined	com ined	null	null			null	null	
sui 1	thers	null	com ined	com ined							1
Bucciol 1	thers	out of the class	e am	com ined			1				
	thers	out of the class	com ined	com ined							
1	thers	during the class	homewor	com ined							1
	thers	during the class	homewor	com ined	1						1
Bar aranelli 1	thers	during the class	com ined	com ined			1				
	thers	out of the class	com ined	com ined	1						null
	thers	out of the class	e am	com ined	null	null			null	null	
	ross-culture	out of the class	e am	com ined	null	null	null	null	null	null	null
Hendy 1	thers	out of the class	com ined	com ined	1						
	thers	during the class	com ined	com ined	null	null	1	1	null	null	
	ross-culture	during the class	com ined	null	null	null	null	null	null	null	null
	thers	out of the class	com ined	null			1				
	thers	out of the class	com ined	null			1				
	thers	out of the class	com ined	null			1				
	thers	out of the class	com ined	null			1				
	thers	out of the class	com ined	null			1				
	thers	out of the class	com ined	null			1				
	thers	out of the class	com ined	null			1				
	thers	out of the class	com ined	null			1				
ontaine	orth America	out of the class	com ined	colla orative							
Hendy 1 1	orth America	out of the class	com ined	com ined	1						
Hendy 1	thers	out of the class	com ined	com ined	1						
Hendy 1	thers	out of the class	com ined	com ined					11		null
	thers	during the class	com ined	com ined							null
1	thers	during the class	com ined	com ined							null

. eographical Region = region in which the study was conducted thers = outside orth America e am = cheating on some form of test homewor = cheating on homewor and other assignments om ined = cheating on oth these types of academic dishonesty ull = not reported References in italics are those not considered in the nal Meta-Analysis i.e., outliers .

Meta-analyses ased on different outlier criteria

aria les		ncluding all effect si es		
ultural values	ndividualism-collectivism	–	–	–
	ower distance	+	+	+
	Long-term short-term orientation	+	+	+
	ndulgence restraint	–	–	–
	ncertainty avoidance	+	+	–
	Religiosity	–	–	–
eographical region		×	×	×
ource of data		×	×	×
Academic dishonesty type		e am < homewor	e am < homewor	×
u lication year		+	+	×

= three units of standard deviation = units of standard deviation = con dence interval ross × indicates that this moderator varia le is insigni cant under speci c outlier criteria, plus + or minus – indicates that this moderator varia le positively or negatively moderates the relation   etween peer cheating and academic dishonesty under speci c outlier criteria.

Results of Masculinity-femininity, per capita, nemployment nde , Adult literacy rate, chool enrollment tertiary nde , Adult education level tertiary nde and u lic spending on education tertiary nde moderating analyses for the relationship etween perceived peer cheating and academic dishonesty

Moderating factors									
					Lower	pper			
Masculinity-femininity		.	. 1	. 1	– . 1	.	.	1	.
per capita		.	– .	.	– . 1	.	1.	1	.1
nemployment rate		.	– . 1	.	– .	.	.	1	.
chool enrollment, tertiary		.	– .	.	– . 1	. 1	. 1	1	.1
Adult literacy rate		.	– .	.	– .	.	.1		.
Adult education level, tertiary	1	.	. 1	.	– .	. 1	.	1	.
u lic spending on education, tertiary	1	.	.	. 1	– .	.1	.	1	.

. ***GDP per capita*** is gross domestic product divided y midyear population. is the sum of gross value added y all resident producers in the economy plus any product ta es and minus any su sidies not included in the value of the products. t is calculated without ma ing deductions for depreciation of fa ricated assets or for depletion and degradation of natural resources. ata are in current . . dollars. ***Unemployment*** refers to the share of the la or force that is without wor ut availa le for and see ing employment. ***School enrollment ratio*** is the ratio of total enrollment, regardless of age, to the population of the age group that of cially corresponds to the level of education shown. ertiary education, whether or not to an advanced research uali cation, normally re uires, as a minimum condition of admission, the successful completion of education at the secondary level. ***Adult literacy rate*** is the percentage of people ages 1 and a ove who can oth read and write with understanding a short simple statement a out their everyday life. ***Adult education level*** as de ned y the highest level of education completed y the - to -year-old population. ***Public spending on education*** includes direct e penditure on educational institutions as well as educational-related pu lic su sidies given to households and administered y educational institutions.

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