

Review of: "Perceptions of Academic Dishonesty: Insights from the University of Tehran"

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Potential competing interests: No potential competing interests to declare.

This study presents an interesting topic that is normally of interest to so many researchers and academic officials due to the widespread prevalence of different types of plagiarism. The authors' efforts are highly commendable. However, the paper suffers from numerous mistakes, typographical errors, defects, and limitations that might have been unintentionally overlooked during the writing process.

- **Some remarks**

1. **Repetition:** There are numerous examples of repetition, where the authors re-express the same ideas or words in a repetitious manner, as shown in the following two paragraphs.

Iran is known as a culture in which "knowledge" has a special place. For centuries, Iranian and Persian literature has been full of poems, admonitions, and advices that human life is worth nothing without knowledge, and in our time, Iranians are eager to show off by acquiring academic degrees. Today, about 4.5 million Iranians are studying in Iranian universities, while another 100 thousand are studying abroad. It's a big figure for a country of 80 million population with economic difficulties and limited international relations. Anyway, this bubble growth has entailed negative consequences, including the replacement of quality with quantity (see, for example, Varij Kazemi and Dehghan Dehnavi (2017) for detail). As a result, this seemingly bright profile has been racked in the last decade by several international debacles. First, Declan Butler (2009) from the famous journal *Nature* accused several Iranian officials of plagiarism and academic misconduct, and after that, Iranians were frequently cited by bodies like Plagiarism Watch and others as more instances of plagiarism were identified. (page 2)

- **The same information is repeated below.**

In Iran, where knowledge holds a special cultural significance, the quest for academic degrees is prominent. With around 4.5 million students in Iranian universities and another 100,000 studying abroad, the country's emphasis on education is notable, especially given its economic challenges and limited international relations. However, this rapid expansion has led to a shift from quality to quantity in education (see Varij Kazemi and Dehghan Dehnavi (2017)). Recent years have seen the Iranian academic community suffer from international incidents of plagiarism and misconduct. Notable instances include accusations by Declan Butler (2009) in *Nature*, and subsequent heightened scrutiny by organizations like *Plagiarism Watch*. These incidents have tarnished the reputation of Iranian academia, leading to the expulsion of students and professors and prompting initiatives like Professors against Plagiarism to monitor and report academic

misconduct in international journals. (page 3)

2. Methodology:

In terms of number, the study samples are representative. However, the study should have incorporated postgraduate students as they are more aware and directly involved in research and plagiarism issues.

3. Excessive grammatical mistakes: Samples

- a. Academic dishonesty and misconduct ~~has~~(**have**) been one of the main issues that academia? (**fragment**)... (p.2)
- b. The advent of Internet has been a double-edged (**edged**) sword. (p.2)
- c. Anyway, this bubble growth has entailed negative consequences, including (**the**) replacement of quality with quantity (p.2)
- d. Other factors included (**a**) lack of self-efficacy, inadequate detection and punishment mechanisms ... (p.3)
- e. They used (**the**) Categorical Randomized sampling method to select 263 students. (p.4)
- f. Their statistical population included students of ~~the~~ Espahan University and Espahan Medical Science University. (p.4)
- g. Their statistical population included all students at Shiraz University and their sample size ~~was~~ consisted of 156 students... (p.4)
- h. ...and lack of fear of punishment were among the most effective factors which contribute ~~in~~ (**to**) plagiarism prevalence among students. (p.4)
- i. ...were also asked to what ~~extend~~ (**extent**) they themselves participated...(p.6)
- j. This showed there was at least one ~~mean~~ (**main**) difference (of the five dependent ~~variable~~ **variables**) between ~~male~~ **males** and ~~female~~ **females** (p.9)
- k. In order to examine ~~difference source~~ (**different resources**), we...(p.9)
- l. There were no significant ~~difference~~ **differences** between ~~men~~ **males** and ~~women~~ **females** ...(p.9)
- m. ...for groups with different ~~level~~ levels of education by year... (p.10)