

**IMPACT OF PERCEIVED INSTRUCTOR (UNIVERSITY TEACHERS)  
CREDIBILITY ON ACADEMIC DISHONESTY AND CLASSROOM INCIVILITY  
AMONG UNIVERSITY STUDENTS**



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**2023**

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AMONG UNIVERSITY STUDENTS**

Submitted to the Department of Psychology (Female Campus), International Islamic  
University Islamabad  
in partial fulfilment of the requirements  
for the award of degree of

MS  
IN  
PSYCHOLOGY

By

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I, Ms. **HIRA ASHRAF**, Registration No. **329-FSS/MSEP/F-21**, student of **MS** in the subject of Psychology, session **2021-2023**, hereby declare that the matter printed in the thesis titled: **IMPACT OF PERCEIVED INSTRUCTOR (UNIVERSITY TEACHERS) CREDIBILITY ON ACADEMIC DISHONESTY AND CLASSROOM INCIVILITY AMONG UNIVERSITY STUDENTS** is my own work and has not been printed, published and submitted as research work, thesis or publication in any form in any University, Research Institution etc in Pakistan or abroad.

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Certified that the research work contained in this thesis titled: **IMPACT OF PERCEIVED INSTRUCTOR(UNIVERSITY TEACHERS) CREDIBILITY ON ACADEMIC DISHONESTY AND CLASSROOM INCIVILITY AMONG UNIVERSITY STUDENTS** has been carried out and completed by Ms. **Hira Ashraf**, Registration No. **329-FSS/MSEP/F-21** under my supervision.

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Dedicated to my  
**Beloved Parents**

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### List of Abbreviations

AD	Academic Dishonesty
CE	Cheating in Examination
CI	Confidence Interval
CIn	Classroom Incivility
CO	Competence
CYCIS	Child and Youth Classroom Incivility Scale
FF	Falsification
GMIC	General Model of Instructional Communication
GO	Goodwill
GPA	Grade Point Average
OH	Outside Help
LY	Lying about Academic Assignments
PC	Prior Cheating
PIC	Perceived Instructor Credibility
PL	Plagiarism
SES	Socioeconomic status
SPSS	Statistical Package for Social Sciences
TAD	Total Academic Dishonesty
TR	Trust

### **Acknowledgement**

First of all, I would like to thank ALLAH ALMIGHTY for all His countless blessings upon me. After Him, I would like to thank my beloved parents (Mr. Allah Ditta and Miss Shagufta Yasmine) who aimed to provide higher education to their children and supported me throughout my career, my aunt Miss Saima Nosheen who remain always present for me, my respected supervisor Dr. Bushra Hassan who always owned, guided and supported me, my lovely siblings and my cute friends. Beside this, I would like to express my deep gratitude to the participants of my study for their invaluable contributions and every individual who guided or supported me throughout my journey of research

## Abstract

Classroom incivility and academic dishonesty are among the most pressing issues in the educational system at present that are growing continuously. To deal with these issues, it's necessary to highlight the predictors of these behaviors. The main objective of this study was to fill this gap by studying the impact of perceived instructor credibility on academic dishonesty and classroom incivility among Pakistani students based on the General Model of Instructional Communication (GMIC). The sample selected for this research consisted of 300 BS students from different universities of Rawalpindi and Islamabad. Data was collected by using the Source Credibility Scale (competence, goodwill, trust subscales), Child and Youth Classroom Incivility Scale and Academic Dishonesty Scale. Different types of statistical analysis were performed using SPSS. The results of the study indicated a significant negative relationship of competence and trust with academic dishonesty and classroom incivility. Beside this, the results of the study suggested that there is no significant relationship between Goodwill and these disruptive behaviors. The results concluded that perceived instructor credibility (specifically competence and trustworthiness) is a significant predictor of academic dishonesty and classroom incivility. Beside this, the study concluded that students who are involved in classroom incivility have greater chances to be involved in academic dishonesty. Moreover, male students and low achievers are more likely to involve in these behaviours. These behaviors in the education system can be overcome by increasing instructors/university teachers' credibility. Beside this, more focus on male students, low achievers and students involving in lower level of classroom incivility can prevent these behaviours to escalate. These steps can be helpful in improving the teaching-learning process and to uplift the standard of education.

**Keywords.** Perceived Instructor/university teacher credibility, Competence, Goodwill, Trust, Academic dishonesty, Classroom incivility.

# **INTRODUCTION**

## Chapter 1

### Introduction

Classroom incivility is a growing problem that hinders learning in academic settings around the world. It was once thought of as simply unpleasant classroom practices (Nilson & Jackson, 2004). The definition of classroom incivility has changed from generation to generation (Brubacher & Rudy, 1997; Cohon, 1998). Behind this ambiguity, the reason is that defining classroom incivility is a subjective phenomenon. One person may consider a behavior uncivil and another may not (Bjorklund & Rehling, 2009).

Classroom incivility is a rapidly growing issue in the whole education system, harming both the personal as well as academic development of adolescents (Marini, 2009); Volk et al., 2016). It interferes with the learning environment as well as the well-being of students (Bjorklund & Rehling, 2009; Clark & Springer, 2007; Wilkins et al., 2010).

Incivility as a whole is defined as –any low intensity, deviant behavior with involves ambiguous intent to cause harm (Andersson & Pearson, 1999). When it comes specifically to classroom incivility, it can be defined as those behaviors that interfere with a cooperative learning environment (Feldmann, 2001) .Such actions and behaviors in the classroom may involve student conversation during lectures, books packing before completing the lesson and making fun of other classmates who responded wrong but classroom incivility is not limited to only these behaviors. Different people have defined incivility in different ways. According to Bjorklund & Rehling (2009), classroom incivility involves –behaviors that distract others in the classroom (i.e. instructor or other students), disrupt classroom learning, discourage the instructor from teaching, discourage other students participation and affect the instructor’s goals for the period. Beside this, Hoffman (2012), defined this term (classroom incivility) as –rude or disruptive behaviors which cause psychological or physiological distress to affected people. Beyond the definitions, the literature has highlighted many specific



classroom uncivil behaviors such as talking on mobile phones or texting, napping, groaning or sighing, having side conversations, or using computers for purposes other than classwork (Black et al., 2011; Clark & Springer, 2007). Incivility in the classroom can also be demonstrated by other student-generated actions, such as being absent or tardy, seeming bored, taking over class discussions, or making caustic remarks to professors (Boice, 1996; Nilson & Jackson, 2004; Thomas, 2003). Uncivil behaviors in the classroom may range from less serious actions (such as eating in the classroom or groaning upon given directions) to actions that may be considered more severe e.g., disturbance made by using cell phones or making harassing comments (Connelly, 2009).

The issue of incivility is crucial since studies have shown that it undermines learning and the classroom environment as students reported that it was challenging to focus and sustain interest in the course subject due to the uncivil behavior of their class fellows. Additionally, they reported that uncivil behavior in the class made the class environment troublesome and in some students, it provoked anger and made them frightened. (Boice, 1996). According to information provided by students on learning, the disrespectful and unprofessional behavior of their peers was linked to a decrease in their perceptions related to their intellectual growth as well as a decrease in their satisfaction with their academic achievement, experience and intellectual growth (Hirschy & Braxton, 2004).

According to Feldmann (2001), incivility in the classroom negatively impacts the learning environment by interfering with the teacher's instruction. Nonetheless, there are two possible reasons why educators can choose not to address this issue or even disregard it. Firstly, since classroom incivility is supposed to be low-intensity antisocial conduct, it might be assumed to have no harm and that it will end on its own. Secondly, often interrupting class to address minor uncivil behaviors may cut into the time allotted for teaching the course material. Such behavior in the school setting may likely worsen if teachers choose not to deal

with these behaviors (Feldmann, 2001). Additionally, when incivility in the classroom is tolerated, there is a risk that it will develop into more severe antisocial behaviors or lead to detrimental psychosocial effects (Felblinger, 2009; Miller et al., 2014; Spadafora et al., 2020; Volk et al., 2016).

Literature has highlighted civility decline in every field (Jacoby, 1999; Lunday, 2007). The incidence and intensity of classroom incivility in higher education settings have both increased over the past couple of decades, according to several significant researches (Baker et al., 2008; Boice, 1996; Clark, 2008). In Higher education institutes, the primary focus is on the civility decline in the classroom (Alexander-Snow, 2004; Dechter, 2007; Feldmann, 2001; Sorcinelli, 1994). Since such acts can disrupt learning in the classroom, erode students' respect and commitment to the institutions, harm the learning environment, discussions concerning classroom incivility frequently center on the need to reduce student incivility (Feldmann, 2001; Hirschy & Braxton, 2004; Morrissette, 2001).

Besides this, it can be observed from different past studies that one type of disruptive behavior can lead to other forms of disruptive behavior. In 1999, Anderson and Pearson proposed a model related to incivility that was based on workplace organizations. According to this model, the less severe acts of incivility might become the first step in a cycle of increasing physical and/or violent behavior, such as harassment, sabotage, vandalism and physical assault. This model is applicable and appropriate for higher education settings, including classroom settings where minor levels of student disruptive behaviors can escalate into more major behavioral incidents. This aspect was also highlighted in Boice (1996) study related to university-level classrooms according to which when low-level uncivil behaviors are kept unfocused or unaddressed, it increases their intensity and in some cases, they leads to more aggressive behaviors. A similar type of pattern was observed by Hirschy & Braxton (2004) in universities. According to them if incivility is ignored or not handled properly it can

lead to an intense circle of increasing problems and frustration. According to Kuhlenschmidt & Layne (1999), it can intensify to such intolerable and/or dangerous levels that even teachers can't control them. So one of the present focuses of the study is to find out whether students involved in classroom incivility are more prone to be involved in academic dishonesty or not.

In the present society, Dishonesty is one of the most common phenomena, and it refers to any action performed without honesty. This term refers to a lack of ethics or integrity, lying, cheating or intentionally deceptive behavior. The core component of a large number of rule violations is dishonesty relating to achievement (Munir et al., 2011). Specifically, academic dishonesty can be defined as immoral behavior in an educational setting (Muhammad et al., 2020). This is an inappropriate type of behavior in which students try to gain an unfair advantage in studies for themselves or their friends within the academic community (Grira & Jaeck, 2019). Academic dishonesty resists the development process of different positive values i.e. fairness, honesty etc. It also impacts proper growth in learning and is related to other negative behaviors even in other fields besides education (Krou et al., 2021; Yu et al., 2018) , i.e. in the work environment (Barbaranelli et al., 2018; Bashir & Bala, 2018). Many studies which were conducted on assessing the prevalence of AD, found considerably worrisome amounts of AD in different fields. According to research, this type of behavior is a well-established phenomenon that has become more common in recent times (e.g., Birks et al., 2020; Grira & Jaeck, 2019; Harper et al., 2021), and it is a cross-cultural, multifaceted phenomenon that occurs around the world (Barbaranelli et al., 2018; Bashir & Bala, 2018). For instance, a research study conducted in India discovered that nearly 20% of 1,369 research participants admitted to performing academic dishonesty (Stearns, 2001). Similarly, in Australia, a long-term study was carried out in which 150,000 students were examined over eight years and the results indicated that 65% of students had engaged in

academic dishonesty in at least one of the subject categories (Duff et al., 2006). Similar findings were made in a study done in Romania when 95% of the students admitted to engaging in improper academic behavior (Ives et al., 2017). Academic dishonesty (AD) is a long-term phenomenon related to right and wrong that depends on one culture (Leask, 2006; Martin et al., 2011; Peled & Khaldi, 2013). According to Yang et al. (2013), it is a very important issue in academics and is becoming a consistent problem in educational settings (Arnold, 2016), as a large number of students have engaged in such behaviors in different parts of their careers (Stuber-McEwen et al., 2009). Most recently, Webster (2000) defined academic dishonesty in Webster's Dictionary as "intentional participation in deceptive practices regarding one's academic work or the work of another". According to this definition, Academic dishonesty refers to one's behavior to get involved in actions such as copying or providing help to others with unauthorized material and ignoring the prescribed process of assessment in an educational environment. Academic Dishonesty is a common problem faced by different universities of the world irrespective of their diversification. This ever-growing issue is not solely leading to undesirable results for students and the education system but the society as a whole (Baran & Jonason, 2020).

To reduce classroom incivility and academic dishonesty, the identification of factors that lead to these disruptive behaviors is very necessary. Although there are many studies on academic dishonesty and classroom incivility, one of the most important topics in this area that still needs further investigation is "What are the predictors of Academic dishonesty and classroom incivility?"

One variable that needs more attention in the literature related to academic dishonesty and classroom incivility is "perceived instructor/teacher credibility". According to Thweatt & McCroskey (1998), Instructor/Teacher credibility refers to the perception of students regarding teachers' competence, trustworthiness, and caring.

The perception of the source in the minds of the recipients has been a key topic in the study related to persuasion and social influence from ancient to present times. The most effective method of persuasion according to Aristotle was this source image, which he referred to as the source's ethos. The Yale Group (Hovland et al., 1953) echoed the view of Aristotle by saying that source credibility (the term they used for the source's image), is a crucial component of any communicator's ability to persuade.

Credibility is the cornerstone of effective influence since the source credibility determines whether a given influence technique is successful or unsuccessful in the end (Hackman & Johnson, 2013). A source's credibility is seen by recipients in an evaluative way. Most professors want to create favorable student attitudes towards themselves and their subject matter in addition to having students evaluate their instruction favorably. To fulfill their educational goals, instructors must communicate with their students effectively and foster a favorable learning environment. One of the primary factors affecting communication is how a teacher is viewed by his students, or in simple words his image. Credibility as a source is one aspect that contributes to an instructor's overall image. Similar research in the field of educational psychology suggested that student and teacher relationships are associated with valued educational outcomes, even though the study related to teacher credibility has its roots in the discipline of communications (Noddings, 1992; Pianta, 1999; Pianta & Steinberg, 1992).

Literature has identified the impact of instructor credibility on learning outcomes but little research has been done on disruptive behaviors such as classroom incivility and academic dishonesty. It is evident from the literature that students who recognize that their teachers are more credible have less probability of engaging in cheating (Anderman et al., 2009). So, it may be possible that students' perception of greater teacher credibility may lead to a decrease in other types of academic dishonesty beside cheating that has never been

investigated before. Beside this, most of the research on the impact of perceived instructor credibility on classroom incivility has been performed in Western countries. The present study was an effort to explore the relationship between perceived instructor credibility, academic dishonesty and classroom incivility in the Pakistani population.

Additionally, academic dishonesty is influenced by a number of factors, including individual differences (McCabe & Trevino, 1997). Individual differences include achievement level, parental education, gender, age etc. According to the findings of a study, there is a connection between gender and academic dishonesty (Hasanah, 2016). Moreover, previous researches has also illustrated the role of achievement level in academic dishonesty (Baird Jr, 1980; Bowers, 1964; Hetherington & Feldman, 1964).

Besides this, different demographic traits including gender such as being female and desire to pursue advanced studies is associated with reduced incivility (Nordstrom et al., 2009). Although, literature had identified a significant impact of disruptive classroom behaviours on achievement level, (Borg, 2015), there is further need to investigate the relationship between academic achievement level and classroom incivility.

Based on above explanation, the present research study also attempted to examine the differences in academic dishonesty and classroom incivility on the basis of gender and student achievement level.

### **Theoretical Framework**

The literature indicated that cheating students report less cheating behavior when they perceive their instructors/university teachers as more credible. The present study has expanded the previous literature by exploring the relationship of perceived instructor credibility with academic dishonesty that include different type of academic dishonest behaviors.. Moreover, the impact of perceived instructor/teacher credibility on classroom

incivility has been explored in other countries but there is no such study in Pakistan yet, so this relationship has been assessed in the Pakistani population in this research study which has never been explored earlier. Beside this, the literature indicated that students who engage in one type of disruptive behavior have a greater chance to engage in other forms of disruptive and unhealthy behaviors. The study explored whether the students engaged in classroom incivility either engaged in academic dishonesty or not.

**General Model of Instructional Communication (GMIC).** The main aim of the present research study was to examine the role of perceived instructor credibility on academic dishonesty and classroom incivility. This has been done by using McCroskey et al. (2004), General Model of Instructional Communication(GMIC). According to this model, there are six essential components of instructional communication which are environmental factors, instructor behaviors, instructor traits, student perceptions regarding the instructor, student own traits and student outcomes. All these components can cause significant variation into the instructional communication process. Previous studies have used different components of this model. This study makes use of three of these components i.e. student perceptions of instructor(university teachers) credibility, student individual differences (i.e. gender, students achievement level) as student traits, and student outcomes (in this case academic dishonesty and classroom uncivil behaviors).

### **Models of Incivility**

Incivility is frequently considered a vast concept. Multiple conceptualizations related to the subtypes of incivility are present in the literature. These conceptualizations help in understanding how incivility works and the outcomes of incivility. Firstly, as stated by Marini (2009), there are two distinct continuums along which incivility can be explained: the form, which ranges from indirect to direct behavior, and the function, which ranges from proactive to reactive behavior. According to Marini (2009), on the form continuum, direct

incivility consists of overt negative behaviors (such as interrupting the teacher) whereas indirect incivility consists of covert bad activities (such as spreading rumors). On the function continuum, proactive incivility refers to behavior that is planned and deliberate and is carried out to achieve a goal whereas reactive incivility refers to a reciprocal response that is not deliberate and planned and not performed to achieve an external goal. Other researchers have concentrated on conceptualizing classroom incivility according to how intense the action is. Feldmann (2001), for instance, divides uncivil behavior in post-secondary classrooms into four categories that range from less severe to more severe behavior, such as annoyances (etiquette-related issues), classroom terrorism (behaviors that interfere with classroom instruction), intimidation (threatens or pressure on the instructor), and behaviors that are threatening. Similarly, Burke et al. (2014) divided classroom uncivil behavior into three categories such as the highest level of uncivil behaviors includes actions that might be considered harassment, the middle level includes somewhat challenging behaviors, like disrupting class, and the lowest level includes annoying actions.

In general, classroom incivility used to be measured on a continuum that ranges from somewhat annoying behavior to more intensive intentionally performed classroom behaviors (Farrell et al., 2016; Feldmann, 2001; Marini, 2009).

Another very important factor that is used to conceptualize classroom incivility is intentionality. According to the two-factor model of classroom incivility, classroom uncivil behaviors may be intentional or unintentional.

### **Factors of Classroom Incivility**

The two-factor model of classroom incivility has been adopted in the present study. According to this model, classroom incivility is divided into two factors such as unintentional and intentional uncivil behaviors.



**Unintentionally Uncivil Behavior.** This dimension includes those behaviors that are not deliberately performed and lack the intention to harm others such as text messaging during a classroom lecture, or unintentionally sleeping in class (Farrell et al., 2016; Marini, 2009).

**Intentionally Uncivil Behaviors.** This dimension includes those behaviors that are deliberately performed and have the intention to harm others such as calling a classmate name to whom you have a conflict of opinion (Farrell et al., 2016; Marini, 2009).

### **Factors of Perceived Instructor Credibility**

McCroskey & Teven (1999) assert that competence/expertise, trustworthiness/character and goodwill/care are the three components that make up an instructor's credibility.

- i. **Competence.** Instructor competence (expertness) refers to the extent to which the instructor is perceived as trustworthy and expert in terms of the knowledge/information he shares during the course/lecture (N. P. Freeman, 2011).
- ii. **Goodwill/care.** The second component of perceived instructor credibility is goodwill or caring (McCroskey & Richmond, 2000; McCroskey & Teven, 1999, cited in Myers, 2001). Goodwill refers to the caring behaviour of instructor toward his students or how much the instructor cares about his students wellbeing (McCroskey, 1992, cited in Myers 2001). Instructors who are perceived as caring are generally student-centered, empathetic, care for their students interest's (McCroskey, 1992; Myers, 2001; Teven & McCroskey, 1997), care about and are nice to their students (Teven & Hanson, 2004).
- iii. **Trustworthiness/character.** The third component of instructor's credibility is instructor's trustworthiness or instructors character, which is the extent to which the instructor is perceived as trustworthy, nice (Frymier & Thompson 1992, cited in

Chory 2007), faithful, honest (M. Freeman, 2011), responsible and kind (McCroskey, 1992).

### **Factors of Academic Dishonesty**

According to Bashir & Bala (2018), academic dishonesty has 6 components/factors such as cheating behaviour, manipulation, taking outside help, plagiarism, falsification and cheating in exams. Based on these components, they developed and validated a scale named as academic dishonesty scale.

### **Literature Review**

The research literature has identified a wide range of behaviors that are associated with academic dishonest behavior in the traditional physical learning environment such as helping friends and peers during exams, allowing work to be copied, using prohibited material in papers, obtaining information from friends who have previously taken the exam, taking the exam for someone else, plagiarism, repeated submission of an assignment, presenting other people's work as one's own, or purchasing assignments, collaborating on writing projects with friends when not allowed and adding references to the bibliography without using (Denisova-Schmidt, 2020; Von Dran et al., 2001). In a recently published meta-analysis of numerous research studies looking at behaviors in different fields (sciences, math, engineering, technology, and business), Krou et al. (2021) divided Academic dishonesty-related behaviors into two categories such as plagiarism and cheating behavior.

Beside this, Bashir & Bala (2018) presented a multidimensional scale for academic dishonesty which classified academic dishonesty into 6 factors such as plagiarism, cheating behavior, falsification, taking outside help, manipulation and cheating in exams. This research study has utilized this classification of academic dishonesty.

Academic dishonesty has long been a problem, but it has recently extended more widely. One of the causes of this rise in academic dishonesty is the expansion of online education and the newly emerging technologies that support these actions (Etgar et al., 2019; Peytcheva-Forsyth et al., 2018; Sarwar et al., 2018).

Moreover, literature has identified different causes of academic dishonesty among students that are driven either by intrinsic or extrinsic factors. Lack of subject knowledge, strong self-motivation, competition, fear of failure, low self-efficacy, study overload, lack of self-discipline and moral development, impulsivity, poor academic performance, laziness and exhaustion are examples of personal-intrinsic factors. Beside this, the extrinsic factors involve ignorance of unethical student behaviors by staff, absence of implicating the rules for cheating behavior, parental pressure towards their children to succeed, availability of different cheating opportunities, students' dissatisfaction with the teaching process, pressure for timely assignment submissions, increased educational demands, the irrelevance of the content to students professional goals, an aspiration to enter the job market and improve social status (Amigud & Lancaster, 2019; Bretag et al., 2019; Kiekkas et al., 2020; Murdock & Anderman, 2006).

Literature has also highlighted the influence of different factors including individual differences on academic dishonesty (McCabe & Trevino, 1997). Individual differences include age, gender, achievement level, parental education etc. The study of 247 university students in Malang reveals a significant correlation between gender and academic dishonesty. Different researches at different times indicated multiple impact of gender on academic dishonesty. Male students exhibit higher levels of academic dishonesty than female students, according to most of the earlier researches (Antion & Michael, 1983; Haines et al., 1986; Lipson & McGavern, 1993; Michaels & D MIETHE, 1989). According to McCabe & Trevino (1997), gender role socialisation theory—which holds that women are more likely

than males to be socialised to obey rules—explains the connection between gender and academic dishonesty. According to the results of their study, Women were far less likely to cheat. In the meantime, a research by Lipson & McGavern, 1993 demonstrated that there is no markable difference in academic dishonesty between men and women. Antion & Michael (1983) study even found that women are more likely than men to engage in academic dishonesty. There were no notable differences in the levels of dishonesty between men and women, according to an Indonesian study that included 95 student respondents (Herdian et al., 2019). Furthermore, a recent study showed that there is no gender difference in academic dishonesty (Sahin et al., 2022).

Additionally, It has been discovered that students with lower academic achievement cheat more frequently than those with greater academic achievement (Baird Jr, 1980; Bowers, 1964; Hetherington & Feldman, 1964). One potential explanation for this difference is that students with lower academic achievement are more inclined to cheat since they stand to benefit more from it and lose less (Leming, 1980). Still, additional research is being done to determine how the gender and academic achievement level impacts academic dishonesty.

Beside this, students perception related to academic dishonesty impacts their involvement in the behavior. A study was conducted on 300 Pakistani students to identify their views related to academic corruption and to identify any differences in their perceptions towards academic dishonesty at the university level. The results illustrated that approximately half of the participants were consciously or unconsciously involved in the cheating activities. According to the students perception, cheaters are considered to be smart people in the country. Moreover, students cheat for good grades (Ahmad et al., 2020).

A recent research conducted on Pakistani university students thoroughly highlighted the factors leading to academic dishonesty. A total of 105 social sciences students were

selected for the study. The results of the study indicated many factors that contribute to learning difficulties, which in turn led to academic dishonesty. These factors included the lack of interest in studies, fear of failure, lower retention ability, difficulty in English speaking and writing, teachers fear, language barriers, time management issues, daydreaming, parental pressure, laziness, low motivation from family, financial crises, and lower work morale. Beside this behavioural factors such as deviation from targets, sadness, carelessness, unethical conduct, anger issues, abuse and addiction, considering work or study as a burden and irrelevant teaching methodologies also contributed to academic dishonesty. Teaching and social factors including lack of teaching skills, communication barriers, social rejection, overloading students with subject matter, competition, and social injustice were also influential (Asgher et al., 2023).

Academic dishonesty is a type of deviant behaviour (Blankenship & Whitley, 2000). According to previous research, a person engaged in one type of deviant behavior is more likely to engage in additional deviant behaviors as well. Researchers who studied the profile of academic offenders among undergraduate students discovered a high correlation between academic dishonesty and various personal perceptions, academic achievement, and engagement in other risky behaviors. The actions included violation of driving rules that may cause accidents, deviation, and risky behavior. Additionally, they developed a connection between academic dishonesty with health-hazardous behaviors like smoking, drug use, poor nutritional habits, and having multiple sexual partners (Korn & Davidovitch, 2016).

Besides academic dishonesty, classroom incivility is another type of behavior that affects the classroom environment. Earlier research has suggested a variety of reasons for the rise in uncivil behavior. First, according to (Twenge, 2009), Millennials, Gen Y, and Baby Boomers all have different generational viewpoints. Secondly, current pupils now understand personal rights differently and obligations as a citizen of the university (National Association

of Secretaries of State, 1998). Third, Zaslow (2007) made an effort to connect the modifications in millennials, The attitude trend of academic self-importance and parental supervision was entitlement. Fourth, present students are more like consumers who view the educational process as a means to an end instead of considering education as a means of pursuing knowledge, along with changes in student mentalities (Lippmann et al., 2009). Lastly, there is literature on how disruptive technology affects classroom behavior and changes in lower education pedagogy in connection to (Oblinger, 2003) grade inflation that isn't appropriate (Trout, 1998). Previous Research has indicated different predictors of uncivil behavior within the class. According to previous research, numerous student personality traits have been linked to incivility such as academic entitlement (Kopp & Finney, 2013), narcissistic tendencies, and consumerism orientation towards academic pursuits (Nordstrom et al., 2009). Additionally, it has been discovered that students become more prone to engage in uncivil behaviors when they experience feelings of powerlessness, anger and helplessness towards the teacher (Clark, 2008). Besides this among demographic traits, being female and wanting to study in graduate school are student demographic characteristics linked to less incivility (Nordstrom et al., 2009). According to the literature, female teachers report more instances of student incivility as compared to male instructors, and greater incivility occurs in larger classrooms than in smaller ones (Alberts et al., 2010). Although some researchers have identified that nonwhite instructors may experience more or different uncivil behaviors as compared to white instructors (Alexander-Snow, 2004; Hendrix, 2007), some other researchers have found the opposite relationship that white instructors have reported more incivility (Alberts et al., 2010).

A recent cross-sectional study was conducted in Pakistan to find out the perception of medical faculty members related to students classroom incivilities. Data was collected from 125 faculty members. According to the results, the most common incivilities included

irritating remarks/gestures, use of cell phones and cheating in examination. Moreover the study highlighted that junior, female and less experienced teachers from basic disciplines were more prone to rude behavior (Rafique, 2022).

Different previous studies highlighted that different instructor behaviors are also a cause of classroom incivility. A study conducted by (Miller et al., 2014) illustrated the role of instructors' self-disclosure and non-verbal immediacy in creating student classroom incivility. This relationship was mediated by different dimensions of instructor credibility.

Another very important study investigated the collective effect of different instructor communication variables (i.e. self-disclosure and nonverbal immediacy), different student personality traits(i.e. big five traits) and instructor credibility on college classroom incivility by using the GMIC model. Results indicated that instructor credibility serves the mediating role between instructors'/teachers' behaviors and classroom incivility. Besides this specific student traits are also responsible for classroom incivility (Klebig et al., 2016). Moreover, Chory & Offstein (2017) found that students' perceptions of professors' inappropriate out-of-class behavior lead to students' perception of instructors' lower ethical character which leads to classroom uncivil behaviors.

Instructor/Source credibility has been researched in a variety of situations, including media message production, organizational contexts, and student-teacher interaction (H. R. Freeman, 1988; Hubbell & Chory-Assad, 2005; Priester & Petty, 2003, cited in Dunleavy et al., 2010). Petty (1997) asserts that source credibility affects how persuasive ideas are to be learned. As one of the primary sources of information for students in universities, instructors must persuade them of the truth of the information they provide; in other words, they must be credible if students are to learn effectively (Beatty & Behnke, 1980; Teven, 2007). Hence, it is extremely significant for instructors/teachers to be perceived as credible for effective learning and communication.

According to research, students are more motivated to learn when they perceive their teachers to be credible (i.e., informed, caring and honest) (Frymier & Thompson, 1992; Pogue & AhYun, 2006). Additionally, according to several studies, pupils who don't believe their teachers are credible are less likely to pay attention to them and learn from them (Banfield et al., 2006; McCroskey & Teven, 1999; Teven & McCroskey, 1997). Simply put, student learning as reported by the students themselves is significantly predicted by instructor credibility (Glascock & Ruggiero, 2006; Russ et al., 2002).

Besides this, many studies added that student evaluations related to a course, plans to take more future classes with the same instructor, and suggestions of the instructor and class to peers are all positively correlated with the credibility of the teacher (Beatty & Zahn, 1990). Similarly, research in educational psychology suggests that student relationships with teachers are related to valued outcomes, even though the study of teacher credibility has its roots in the discipline of (Noddings, 1992; Pianta, 1999; Pianta & Steinberg, 1992). For instance, Wentzel (1997) discovered that students' perceptions of their teachers as being caring influences their motivation.

A significant sample consisting of middle school students and instructors was studied by Murdock et al. (2001) to determine the association between student-teacher relationships and cheating. The results indicated that academic cheating has less chance to occur when students perceive that their teachers are committed to their work (job) and are respectable for the students. The credibility of the teacher may be especially crucial to how well the students understand the subject in health classes since the information delivered may be related to their physical and psychological well-being. Students are less likely to report cheating when they believe their health teachers to be reliable (Anderman et al., 2009). So the main purpose of conducting this study is to find out whether the perception of students regarding their



teacher's credibility which is referred to as perceived instructor credibility affects the intensity of classroom incivility and academic dishonesty among the Pakistani population.

### **Rationale**

Academic dishonesty and classroom incivility are among the most pressing problematic student behaviors, especially in university students that influence the educational system as a whole by influencing the learning environment and student-teacher interaction. These behaviors need to be controlled for effective classroom learning. The most important step for controlling these maladaptive behaviors is to find out the causes and predictors of these behaviors. Literature has identified many predictors of these behaviors such as different psychological and cultural factors that contribute to these behaviors but there are very less studies that identified instructors' influence on these maladaptive classroom behaviors and there is a need to find out the impact of perceived instructor credibility on academic dishonesty and classroom incivility. The study will contribute by exploring this relationship which will identify whether perceived instructor credibility contributes to academic dishonesty and classroom incivility among students or not which may prove beneficial in controlling these behaviors. The study will also explore whether students involved in classroom incivility are more likely to involve in academic dishonesty or not. Moreover, the study compared academic dishonesty and classroom incivility on the basis of gender and academic achievement that further highlighted the vulnerable groups to these behaviors. This study will be beneficial for the educational system and will help in providing an effective learning environment by controlling student problematic behaviors. Besides this, this research study will make a path for further research to develop ways and techniques for improving teacher credibility.

### **Objectives**

1. To explore the impact of perceived instructor credibility on classroom incivility and academic dishonesty.

2. To explore whether perceived instructor credibility (competence, goodwill, trustworthiness) is a predictor of academic dishonesty and classroom incivility.
3. To explore differences between high academic achievers and low academic achievers on perceived instructor credibility, classroom incivility, and academic dishonesty.
4. To find out perceived instructor credibility, classroom incivility, and academic dishonesty on the basis of gender differences.
5. To explore whether students who score high in academic dishonesty also score high in classroom incivility.

### **Hypothesis**

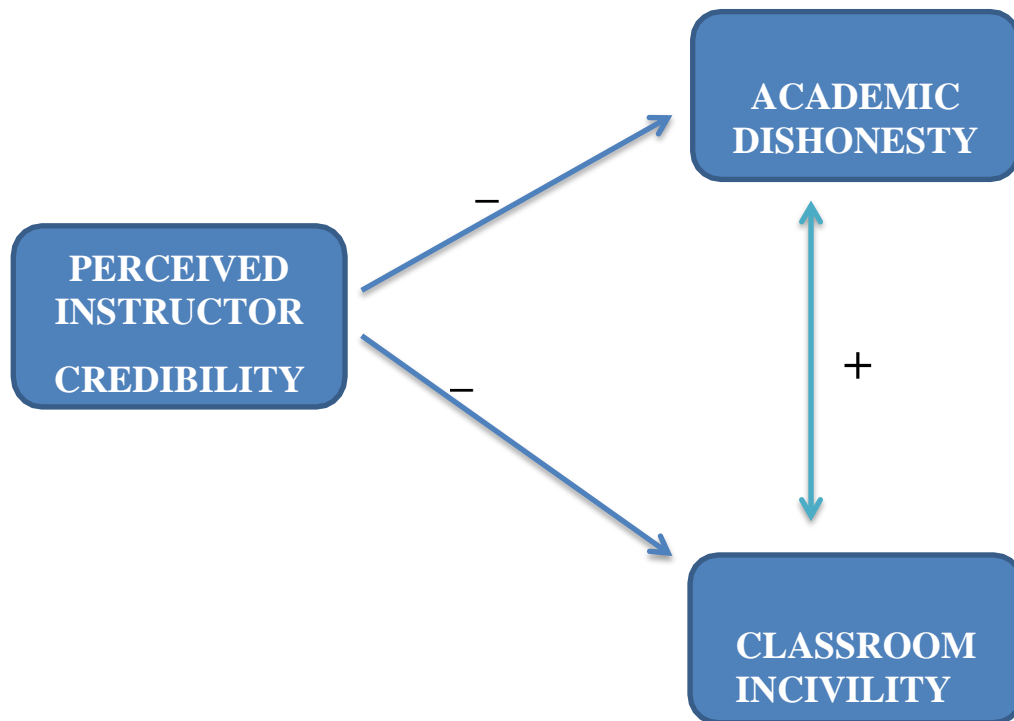
**H1:** There will be a negative relationship of perceived instructor credibility with classroom incivility and academic dishonesty.

**H2:** Students with higher academic grades will be lower on classroom incivility and academic dishonesty as compared to low achievers.

**H3:** Male students are more likely to be involved in academic dishonesty and classroom incivility as compared to female students.

**H4:** Academic dishonesty will have a positive relationship with classroom incivility.

**H5:** Perceived instructor credibility (competence, goodwill, trustworthiness) will negatively predict academic dishonesty and classroom incivility among university students

**Conceptual Framework**

## **METHOD**

## Chapter 2

### Method

#### Research Design

It was a cross-sectional study that explored the correlation between variables i.e. perceived instructor/university teacher credibility, academic dishonesty and classroom incivility. The cross-sectional research design was selected in this study where the unit of analysis was university students.

#### Sample/Participants

The sampling technique used for this research study was convenience sampling. The sample consisted of almost 300 BS students from different universities of Rawalpindi and Islamabad which were enrolled in different subjects. About 136 male and 164 female students of the age range 18-25 years participated in this study. The students belong to all social classes such as upper, middle and lower.

**Inclusion Criteria.** The sample included both male and female students.

The sample consisted of only BS-level students with an age range of 18 to 25 years.

The sample consisted of regular university students.

Only Pakistani students were selected for the study.

**Exclusion Criteria.** MS and Ph.D. students were not included.

Students from schools and colleges were not included.

Foreign students were not included in this study.

Private students were not included.

## **Operational Definitions**

**Perceived Instructor Credibility.** Teacher credibility can be defined as students' perceptions related to their teachers' competence, trustworthiness, and caring behavior (Thweatt & McCroskey, 1998). Perceived teacher credibility was operationalized in terms of the source credibility scale (McCroskey & Teven, 1999). The score on each dimension was separately assessed. The score ranges from 6-42 on each dimension. A greater score indicates greater and a lower score indicates lower score on each dimension respectively.

**Academic Dishonesty.** Academic dishonesty is the deliberate use of deceitful tactics about one's own or another's academic work. Academic dishonesty was operationalized in terms of the academic dishonesty scale (Bashir & Bala, 2018). The academic dishonesty scale has 6 factors i.e. cheating in examination, falsification, plagiarism, prior cheating, outside help and lying about academic assignments. The total score is obtained by adding scores on all dimensions. Scores range from 23 to 115. A greater score indicates greater and a lower score indicates a lower dishonesty level.

**Classroom Incivility.** Incivility in the classroom is described as conduct that obstructs a cooperative learning environment (Feldmann, 2001). It was operationalized in terms of classroom incivility scale (Spadafora & Volk, 2021). Scores on classroom incivility range from 11 to 55 with a greater score indicating a high level and less score indicating a lower level of classroom incivility.

## **Instruments**

**Demographic sheet.** Demographic information such as age, gender, educational level, educational grades/GPA etc was collected with the help of a demographic sheet.

**Source Credibility Scale.** Teacher credibility was measured by using McCroskey & Teven, (1999) source credibility scale which consisted of 18-item. It's a bipolar scale having

3 sub-scales such as competence, goodwill and trustworthiness each having 6 items. The scale doesn't have an overall total score and each dimension is scored separately. The alpha reliability of the competence sub-scale is .62, the goodwill sub-scale is .60, and for trustworthiness sub-scale is .57.

**Child and Youth Classroom Incivility Scale (CYCIS).** This scale was developed by Spadafora & Volk (2021). This is an eleven-item scale having 2 dimensions such as intentional and unintentional incivility. The scale has a Likert type scoring from 1 indicating never to 5 indicating always. The scale has significant reliability such as  $\alpha=.84$  in the present study.

**Academic Dishonesty Scale.** Academic dishonesty was assessed by using the academic dishonesty scale which was developed and validated by Ranjan Bala and Hilal Bashir in 2018. Academic dishonesty scale has adequate construct validity i.e.  $>.70$  on all factors. It has 23 items related to 6 dimensions of academic dishonesty such as cheating in examination, plagiarism, prior cheating, outside help, falsification and lying about academic assignments. The academic dishonesty scale (ADS) has significant reliability of .88 in the current study.

### **Ethical Consideration**

The student's consent was obtained with the help of a consent form before collecting data. As academic dishonesty and classroom incivility are sensitive topics and one can give fake information related to this aspect, the main purpose of the research was kept hidden. Moreover, the plagiarism in the present study is quite low and is not beyond the limit.

### **Procedure**

First of all, different universities were selected by using convenience sampling. Then a sample of almost 300 BS students was selected. The student's consent was obtained regarding the research with the help of a consent form. Then the questionnaires consisting of a demographic sheet and other 3 scales such as (Source Credibility Scale, Academic

Dishonesty Scale and Child and youth classroom incivility scale) were distributed among the students. After collecting data, it was transferred to SPSS and different statistical analyses such as descriptive statistics, regression, correlation, t-test and ANOVA were run on the data. The results were properly analysed, interpreted and has been explained in the discussion section.



## **RESULTS**

## Results

**Table 1***Frequencies and percentages of demographic variables of Study (N = 300)*

Variables	Category	<i>f</i>	%
Gender	Male	136	45.3%
	Female	164	54.7%
Age Group	18-21	178	59.3%
	22-25	122	40.7%
Socio-economic status	Low	59	19.7%
	Middle	174	58%
	Upper	67	22.3%
Semester Group	1-4	180	60%
	5-8	120	40%
GPA	2-2.5	26	8.7%
	2.6-3.0	80	26.7%
	3.1-3.5	102	34%
	3.6-4.0	92	30.7%
Degree Program/Dept	Social Sciences	70	23.3%
	Management Sciences	34	11.3%
	Biological sciences	37	12.3%
	Computer Sciences/ IT	24	8.0%
	Basic & Applied Sciences	56	18.7%
	Engineering	19	6.3%
	Other	60	20%

Table 1 presents the demographic information of a sample of 300 BS students of the age range from 18-25 years with a greater percentage falling in the age group 18-21 years(59.3%). The results indicate that more female students (55%) participated in the study as compared to male students (45%). BS semesters were categorized into two groups. Lower group consisted of students from the first 4 BS semesters with a higher percentage (60% ) as compared to the upper group consisting of students from the last 4 BS semesters (40%). The data was collected from students of all socioeconomic statuses from the cities of Rawalpindi and Islamabad with a greater percentage of students from middle-class families (58%). The students were selected randomly from different subjects/fields as indicated in the table with a greater percentage of social science students (23%). Additionally, the student's GPA was also considered with the greatest percentage of students lying within the range of 3.1-3.5GPA.

**Table 2***Psychometric Properties of the Study Major Variables/Scales (N=300)*

Variables	K	$\alpha$	M (SD)	Range		Skewness	Kurtosis
				Potential	Actual		
CIn	11	.84	24.89(10.18)	11-55	11-49	.77	-.459
ADS	23	.88	46.31(18.57)	23-115	23-99	.92	-.080
CO	6	.62	27.12(7.12)	6-42	11-41	.28	-.34
GO	6	.60	23.92(8.07)	6-42	10-41	.70	-.47
TR	6	.57	26.37(6.47)	6-42	12-41	.12	-.41

*Note.* CIn = Child and Youth Classroom Incivility Scale, ADS = Academic Dishonesty Scale; Source Credibility Scale Dimensions( CO=Competence, GO=Goodwill, TR=Trustworthiness

Table 2 shows the psychometric properties of the scales used in the study. The Cronbach alpha value for the Academic Dishonesty Scale was .88(>.70) and for Child and Youth Classroom Incivility Scale was .84(>.70) which indicates a higher internal consistency of the scales. The Cronbach alpha values of different dimensions of the source credibility scale i.e. Competence, goodwill, and trust are .62, .60, .57, respectively which indicates adequate reliability of the scale.

**Table 3** Mean, Standard Deviations, and *t*-value for classroom incivility, academic dishonesty and perceived instructor credibility (competence, goodwill, trust) across gender

Variables	Male	Female	<i>t</i>	<i>p</i>	95% <i>CI</i>		Cohen's <i>d</i>
	( <i>n</i> = 136)	( <i>n</i> = 164)			<i>LL</i>	<i>UL</i>	
	<i>M (SD)</i>	<i>M (SD)</i>					
CIn	25.69(10.29)	24.23(10.07)	1.23	.217	-.86	3.78	0.1
AD	49.55(18.74)	43.62(18.05)	2.78	.006	1.74	10.12	0.3
CO	29.60(7.75)	25.06(5.81)	5.78	.000	2.99	6.07	0.6
GO	26.64(8.77)	21.66(6.66)	5.58	.000	3.22	6.73	0.6
TR	27.24(7.20)	25.65(5.71)	2.13	.033	.128	3.06	0.2

(*df*=298)

*Note.* AD=Academic dishonesty scale; Dimensions of Source Scale (CO=Competence, GO=Goodwill, TR=Trust); CIn=Classroom Incivility; CI = Confidence Interval; LL = Lower Limit; UL = Upper Limit

The table revealed significant mean differences on the academic dishonesty scale with  $t(298)=2.78, p<.01$ . Findings showed that boys exhibited higher scores on academic dishonesty ( $M=49.55, SD=18.74$ ) as compared to girls scores ( $M=43.62, SD=18.05$ ). The value of Cohen's *d* for the academic dishonesty was  $0.3(<.50)$  which indicates a very small effect size. Beside this, findings revealed significant mean differences on all dimensions of the source credibility scale (i.e. competence, goodwill, trustworthiness) with higher scores exhibited by boys. The value of Cohen's *d* for competence and goodwill scales was  $0.6(>.50)$  which indicates a moderate effect size and for trust was  $0.2(<0.5)$  which indicates a very small effect size. Findings indicated a non-significant mean difference on the classroom incivility scale.

**Table 4**

*Mean, Standard Deviations, and F-value for classroom incivility, academic dishonesty and perceived instructor credibility (competence, goodwill, trust) across achievement levels (determined from GPA categories) (N=300)*

	2-2.5 (n=26)	2.6-3 (n=80)	3.1-3.5 (n=102)	3.6- 4 (n=92)	<i>F</i>	<i>p</i>	$\eta^2$	Post hoc
Variables	<i>M (SD)</i>	<i>M (SD)</i>	<i>M (SD)</i>	<i>M(SD)</i>				1<2<3
CIn	23.00(8.59)	27.93(12.14)	25.21(9.73)	22.45(8.47)	4.62	.004	.04	2>3>1>4
AD	44.46(16.60)	54.29(22.86)	46.21(17.01)	40(13.62)	9.26	.000	.08	2>3>1>4
CO	28.92(7.30)	26.11(8.02)	27.25(7.28)	27.34(5.93)	1.13	.337	.01	1>4>3>2
GO	28.04(7.68)	23.19(8.11)	24.47(8.18)	22.77(7.69)	3.33	.020	.03	1>3>2>4
TR	26.46(6.98)	25.13(7.08)	26.69(6.62)	27.08(5.47)	1.44	.231	.01	4>3>1>2

(*df*1, *df*2,*df*3,*df*4,*df*5=299)

*Note.* Dimensions of Source Credibility Scale(*CO*=Competence, *GO*=Goodwill, *TR*=Trust), *AD*=Academic dishonesty scale, *CIn*=Classroom Incivility.

Table shows mean, standard deviation, and F-values for academic dishonesty, classroom incivility, and perceived instructor credibility(competence, goodwill, trust) across achievement level. Achievement level is determined by GPA. 2-2.5GPA indicates low achievers, 2.6-3 range indicates moderately low achievers, 3.1-3.5 indicates moderately high achievers whereas 3.6-4 indicates high achievers. Results indicated a significant mean difference across achievement level on academic dishonesty with  $F(3,296)=9.25, p<.001$ , and classroom incivility with  $F(3,296)=4.62, p<.01$ . Findings revealed that students having GPA 2.6-3 exhibit the highest academic dishonesty and classroom incivility and students having GPA 3.6-4 exhibit the lowest academic dishonesty and classroom incivility. Besides this, the

value of  $\eta$  was 0.08 for academic dishonesty and .04 for classroom incivility which indicated a small effect size. Moreover, the findings indicated a significant mean difference on the Goodwill sub-scale with  $F(3,296)=3.33p<.05$  and an effect size of .03. Results revealed no significant mean differences on the dimensions of competence and trust.

**Table 5***Correlation of study variables (N=300)*

Variables	1	2	3	4	5
1 Academic Dishonesty	1	.776**	-.395**	-.207**	.452**
2 Classroom incivility	-	1	-.454**	-.228**	.520**
3 Competence	-	-	1	.521**	.571**
4 Goodwill	-	-	-	1	.416**
5 Trustworthiness	-	-	-	-	1

*Note.* \*\*\* $p < .001$ , \*\* $p < .01$ , \* $p < .05$

Table 7 revealed that academic dishonesty has a significant positive correlation with classroom incivility ( $r=.776, p<.01$ ) and trustworthiness sub-scale( $r=.452, p<.01$ ) and a significant negative correlation with competence( $r=-.395, p<.01$ ) and goodwill( $r=-.207, p<.01$ ) subscales. Classroom incivility has a significant positive correlation with trust( $r=.520, p<.01$ ) and a significant negative correlation with competence( $r=-.454, p<.01$ ) and goodwill( $r=-.228, p<.01$ ) sub-scales. Besides this, competence has a significant positive correlation with other dimensions of the source credibility scale such as goodwill( $r=.521, p<.01$ ) and trust( $r=.571, p<.01$ ). Moreover, the Goodwill subscale has a significant positive correlation with trust sub-scale( $r=.416, p<.01$ ) of source credibility.



**Table 6**

*Simple Linear Regression showing Perceived Instructor Credibility (Independent variable) as a Predictor of Academic Dishonesty (dependent variable) (N=300)*

	<i>B</i>	<i>SEB</i>	$\beta$	<i>T</i>	<i>P</i>
Constant	85.44	4.375		19.529	.000
Competence	-.590	.175	-.27	-3.37	.001
Goodwill	.124	.139	.054	.894	.372
Trustworthiness	-.990	.181	-.35	-5.48	.000

*Note. R= .484 , R<sup>2</sup>=.234*

Table shows the impact of three subscales of perceived instructor credibility (i.e. competence, goodwill, trustworthiness) on academic dishonesty among university students. The  $R^2$  value of .23 revealed that the predictor variable explained 23% of the variance in the outcome variable with  $F(3,296) = 30.15, p > .001$ . The findings revealed that competence and trust negatively predict academic dishonesty with ( $\beta = -.27, p < .001$ ) and ( $\beta = -.35, p < .001$ ) respectively. Besides this, goodwill doesn't significantly predict academic dishonesty.

**Table 7**

*Simple Linear Regression showing Perceived Instructor Credibility (Independent variable) as a Predictor of Classroom Incivility (Dependent Variable) (N=300)*

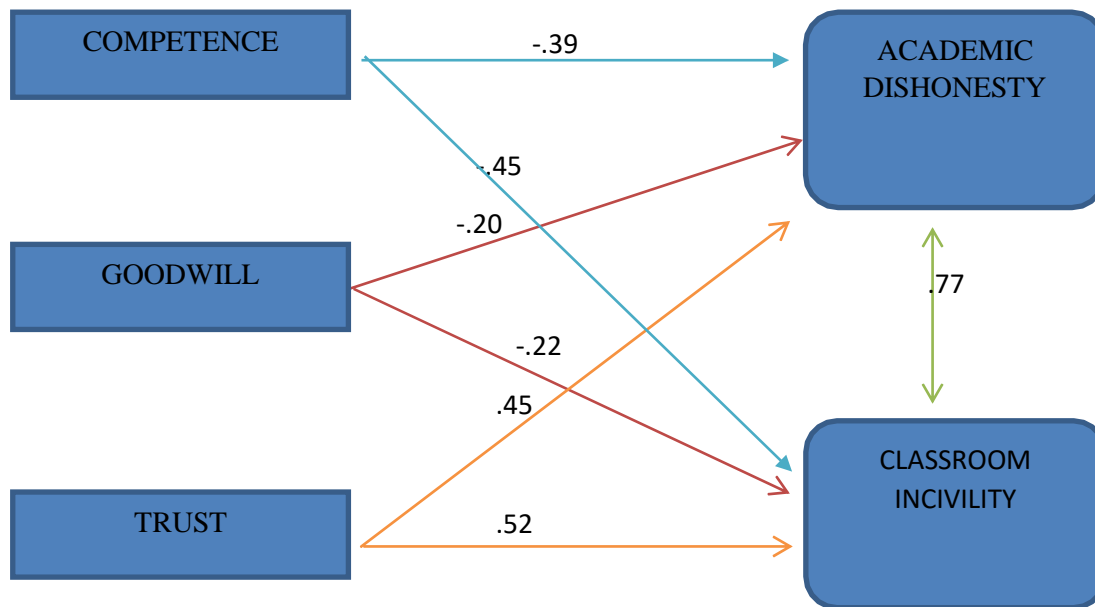
	<i>B</i>	<i>SEB</i>	$\beta$	<i>T</i>	<i>P</i>
Constant	49.48	2.274		21.76	.000
Competence	-.380	.091	-.266	-4.18	.000
Goodwill	.097	.072	.077	1.35	.180
Trustworthiness	-.630	.094	-.401	-6.72	.000

*Note. R=.558, R<sup>2</sup>=.311*

Table shows the impact of three dimensions of Perceived Instructor Credibility (i.e. competence, goodwill, trustworthiness) on Classroom incivility among university students. The  $R^2$  value of .31 revealed that the predictor variable explained .31% of the variance in the outcome variable with  $F(3,296)=44.63, p<.001$ . The findings revealed that competence and trust negatively predict classroom incivility with ( $\beta=-.26, p<.001$ ) and ( $\beta=-.40, p<.001$ ) respectively. Besides this, goodwill doesn't significantly predict classroom incivility.

**Figure 2**

*Summary of the Correlation Analysis*



The figure summarized the results of the research study. It highlights the relationship of all dimensions of perceived instructor credibility (i.e. competence, goodwill, trustworthiness) with academic dishonesty and classroom incivility. It revealed that competence and goodwill has a significant negative relationship with academic dishonesty and classroom incivility. Contrary to this, trustworthiness has a significant positive relationship with both dependent variables. The figure also indicated a positive relationship between the two dependent variables (i.e. academic dishonesty and classroom incivility).

## **DISCUSSION**

### **Discussion**

This research was conducted to find the correlation between perceived instructor credibility, academic dishonesty and classroom incivility. A correlation research design was used in the present research in which the sample of the study included male and female BS students from different universities of Pakistan. The age group of the sample was 18-25 years. Instruments used in the study included the source credibility scale, classroom incivility scale and academic dishonesty scale. The purpose of this research was to investigate whether perceived instructor credibility is a predictor of classroom incivility and academic dishonesty among the Pakistani population as there was no previous study on the relationship between perceived instructor credibility and academic dishonesty. Moreover, the relationship between perceived instructor credibility and classroom incivility has never been studied before in the Pakistani population that's why the main aim of this study was to fill this gap in research. Furthermore, the study aimed to determine whether student traits such as gender and achievement level impacts their involvement in academic dishonesty and classroom incivility.

According to the first hypothesis of the study, there will be a negative relationship of perceived instructor credibility(competence, goodwill, trustworthiness) will classroom incivility and academic dishonesty. As perceived instructor credibility has three dimensions such as competence, goodwill and trustworthiness, a separate correlation of all three dimensions was determined with academic dishonesty and classroom incivility. The results of correlation analysis partially confirm the hypothesis as academic dishonesty has a significant positive

correlation with the trustworthiness sub-scale( $r=.452, p<.01$ ) and a significant negative correlation with competence( $r=-.395, p<.01$ ) and goodwill( $r=-.207, p<.01$ ) subscales of perceived instructor credibility. These findings suggest that when students perceive their teachers as more competent and caring, they are less likely to be involved in academic dishonesty. On the other hand, when students perceive their students as more trustworthy(nice, faithful, honest, responsible and kind) they are more likely to be involved in these deviant behaviors. These findings are consistent with previous researches. Students who believe that their lecturers are credible may find that the stuff they are learning is more worthwhile, and they will be less inclined to cheat. (Banfield et al., 2006) . Similarly, perception of teacher credibility is related to reporting of less cheating in health classrooms (Anderman et al., 2009) Furthermore, our results extended prior research by demonstrating the relationship of perceived instructor/teacher credibility to academic dishonesty(a broad concept that sums up different type of student academic dishonest behaviours and cheating). The correlation analysis also demonstrated a partially significant relationship between perceived instructor's credibility with classroom incivility such as Classroom incivility has a significant positive correlation with trust subscale( $r=.520, p<.01$ ) and a significant negative correlation with competence( $r=-.454, p<.01$ ) and goodwill( $r=-.228, p<.01$ ) sub-scales of perceived instructors credibility. These findings are somewhat consistent with previous researches such as when students viewed their instructors as being credible, they tended to engage in less incivility(Miller et al., 2014). Klebig et al. (2016) also predicted a negative relationship of student incivility with all dimensions of perceived instructor credibility. However this study contradicts with previous researches on the basis of positive relationship of trustworthiness with classroom incivility and academic incivility.

The second hypothesis of the study suggested that Students with higher academic grades will be lower on Classroom incivility and academic dishonesty in comparison to low achievers. The academic grades/academic achievement was determined on the basis of students' grade point average (GPA) in the last semester. GPA was divided into four categories such as 2-2.5 GPA range indicates low achievement level, 2.6-3 GPA indicates moderately low, 3-3.5 GPA range indicates moderately high, and 3.6-4 GPA range indicates a high achievement level. The results from ANOVA analysis confirmed the hypothesis by indicating that students with high academic grades score less on academic dishonesty and classroom incivility as compared to low achievers. The results also indicated that students having a GPA of 2.6-3 exhibit the greatest academic dishonesty and classroom incivility and students having a GPA in the range of 3.6-4 exhibit the lowest level of these behaviors. These results align with previous researches according to which there is a significant negative relationship between student achievement level (measured by students grade point average) and academic dishonesty (Koscielniak & Bojanowska, 2019; McCabe & Trevino, 1997) and those students having higher GPAs are less prone to engage in academic dishonesty (Pino & Smith, 2003). On the other hand, these results contradict with a previous cross-sectional survey study in which the multivariate analysis indicated no significant difference in tendency towards academic dishonesty on the basis of academic achievement (Özcan et al., 2019). Beside this, literature has indicated a significant relationship between academic achievement and classroom behaviours by illustrating that diligent category of students have greater whereas disruptive category of students have lower academic achievement and scholastic competence (Borg, 2015).

The third hypothesis of the study suggested that male students/boys are more likely to be involved in academic dishonesty and classroom incivility as compared to female students/girls. The t-test analysis across gender confirmed this hypothesis partially. According to t-test results, there is a significant difference between male and female students in academic dishonesty and male students were more involved in academic dishonesty. These findings are consistent with most of the previous researches that illustrated that male students are more likely to involve in academic dishonesty (Bowers, 1964; McCabe & Trevino, 1997; Roskens & Dizney, 1966). On the other hand, according to the results of the present research study there is not any significant difference between male and female students on classroom incivility suggesting that both male and female students have an equal probability to involved in classroom incivility This contradicts to existing literature according to which females are linked to lower levels of incivility (Nordstrom et al., 2009).

The fourth hypothesis of this research study proposed that Academic dishonesty will have a positive correlation to classroom incivility. The findings of the research align with the hypothesis by demonstrating a positive correlation between academic dishonesty with classroom incivility( $r=.776, p<.01$ ). These findings suggest that students who are involved in classroom incivility are more likely to be involved in academic dishonesty or vice versa. These findings support the previous literature related to the profile of academic offenders among undergraduate students. Previous research discovered a high correlation between academic dishonesty and various disruptive behaviors. The actions included violation of driving rules that may cause accidents, deviation, and risky behavior. Moreover, academic dishonesty is also connected with health hazards like smoking, drug use, poor nutritional habits, and having multiple sexual partners (Korn & Davidovitch, 2016) . So, it can be concluded



that individuals who are involved in academic dishonesty are more likely to be involved in classroom incivility and vice versa.

The linear regression analysis was used to find out whether the independent variable (i.e. perceived instructor credibility) significantly predicts the two dependent variables of the study (i.e. academic dishonesty and classroom incivility). Firstly, regression analysis was performed on all dimensions of IV (i.e. competence, goodwill, trustworthiness) and academic dishonesty. The results of this regression analysis are presented in Table 6 which shows the predictive relationship between competence and trust subscales of perceived instructor credibility that significantly confirms the fifth hypothesis.

The findings reveal that competence is a significant negative predictor of academic dishonesty ( $\beta = -.27, p < .001$ ). This suggests that teachers who are perceived as having higher levels of competence such as an expert in the subject he is teaching or knowledge he is sharing in the class are less likely to engage in different forms of classroom dishonesty. The findings also reveal that trust is also a significant negative predictor of academic dishonesty ( $\beta = -.35, p < .001$ ). This suggests that teachers who are perceived as trustworthy, faithful, nice, honest, responsible and kind by the students are also less likely to engage in different forms of classroom dishonesty.

Secondly, regression analysis was performed on all dimensions of IV (i.e. competence, goodwill, trustworthiness) and classroom incivility. The results of this regression analysis are presented in Table 7 which shows the predictive relationship between competence and trust subscales of perceived instructor credibility and classroom incivility that significantly confirms the fifth hypothesis.

The findings reveal that competence is also a significant negative predictor of

classroom incivility ( $\beta=-.26, p<.001$ ). This suggests that teachers who are perceived by students as having higher levels of expertise in the subject and knowledge they share in the class are less likely to engage in different forms of classroom incivility. The findings also reveal that trust is also a significant negative predictor of classroom incivility ( $\beta=-.40, p<.001$ ) This suggests that teachers who are perceived as trustworthy, faithful nice, honest responsible and kind by the students are also less likely to engage in different forms of classroom incivility.

However, the results of the regression analysis also indicated that teachers' perception of having high levels of goodwill (i.e. who are student-centered, empathetic and care for their student's interests) does significantly predict academic dishonesty and classroom incivility.

The findings of this study emphasize the significance of perceived instructor/university teachers' credibility in influencing student engagement in disruptive behaviors such as academic dishonesty and classroom incivility. Hence Instructor credibility plays a crucial role in students' better learning and to prevent them from different types of negative behaviors. When teachers are perceived as credible by students, it leads to many positive outcomes for the educational process.

By recognizing the importance of perceived instructors' credibility, educational institutions can implement strategies to foster teachers' credibility through different teacher training and guidance programs at the university level that can enhance teachers' competence. This can also be achieved by maintaining and promoting professional attitudes and teachers' commitment towards the well-being of students in higher education which contribute towards students' perception of trustworthiness and caring behavior of teachers. Improving teacher's credibility can lead to a reduction in students' different types of harmful behaviors that will ultimately lead to

the success and efficiency of the whole educational system.

### **Limitations**

The present study has certain limitations that should be acknowledged in future research.

- Firstly, the study utilized a cross-sectional design, which limits the ability to establish causal relationships between the variables of the study. To overcome this limitation, future research could adopt a longitudinal design to examine the relationship between study variables.
- Secondly, the sample was obtained from only two cities of Pakistan i.e. Rawalpindi and Islamabad which may restrict the generalizability of the findings. To enhance the external validity, it would be beneficial for future studies to include more diverse samples from multiple cities and locations in Pakistan.
- Thirdly, the study relied on self-reported measures, which commonly involve potential biases such as social desirability and common method variance. To address these biases and improve the validity of the results, future research could employ multi-method approaches by using objective measures and data from various perspectives.
- The study focused on the impact of instructor credibility as perceived by the students. However, students' subjectiveness can be involved in the development of their perception related to their teachers. Different types of factors such as students' past grades, students' values etc influence student perception related to teachers. So there is a need for further research in this respect.
- Finally, the sample of our research included only university students of BS level. There is a future need to replicate the study with other lower and higher education levels such as school and college level students, MS and Ph.D. students etc.

## **Recommendations**

- Firstly, it is recommended to employ a longitudinal design to examine the causal relationships among the variables over time.
- Secondly, it is recommended to use a more diverse sample of students in future research to increase the generalizability of the research.
- Thirdly, future research should use a multi-method approach for data collection to assure the reliability and validity of research.
- Lastly, it is recommended to explore the impact of student subjectiveness on their perception of teachers' credibility.

Overall, addressing these recommendations can contribute to advancing the knowledge and understanding of the concept of perceived instructors' credibility which can lead to a more effective learning environment with less disruptive behaviors of students.

## **Implications**

The present study has several implications for the whole education system. Firstly, the study highlighted the importance of perceived instructor credibility as predictor of different unhealthy and disruptive behaviors such as academic dishonesty and classroom incivility among students. This suggests that students' perception of their instructor's credibility (i.e. competence, goodwill and trustworthiness) influences student engagement in different disruptive behaviors. The provision of proper teacher training programs, workshops, and seminars to the teachers to increase their credibility can benefit the education system.

Secondly, the study highlighted the impact of different personal traits of students such as gender, and achievement level(determined by GPA) on their engagement in different

disruptive behaviors. According to the results, male students are more likely to be involved in academic dishonesty. Besides this, low achievers have a greater chance of involvement in these behaviors. By focusing on these vulnerable groups such as male students and low achievers, teachers can overcome the frequency of these disruptive behaviors.

Finally, the study also suggested that students who are involved in one type of disruptive behavior are more likely to be involved in other types as well. So, providing proper guidance and counseling at the initial level to the students who were previously involved in some type of disruptive behavior can help to stop these behaviors from intensifying. By controlling these behaviors, educational institutes can generate better citizens as well.

## **Conclusion**

In short, improving instructor's credibility prevents disruptive behaviors(i.e. academic dishonesty and classroom incivility) of students and not only benefits the students, teachers and the education system but the society as a whole.

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## **ANNEXURE**

## **Appendix A**

### **INFORMED CONSENT**

Assalam-oAlaikum! I am a student of MS Educational Psychology in the Department of Psychology, International Islamic University Islamabad. I am conducting a research study on student behaviour in academics. You are requested to fill out this attached questionnaire as part of the data collection of my present study. This questionnaire requires almost 5-10 minutes to fill up and it's quite interesting. Your honest responses are required. Your provided information will be kept confidential and will only be used for research purpose. You will have the right to withdraw at any time. Your cooperation in this regard will be highly appreciated.

Regards    Hira    Ashraf

Student of MS Edu Psychology

**Appendix B****DEMOGRAPHIC SHEET****Age:** \_\_\_\_\_**Gender:**         Male         Female**Socioeconomic status:** Lower Middle Upper**BS Semester:** \_\_\_\_\_**Department:** \_\_\_\_\_**Last GPA:** \_\_\_\_\_**University location:** Rawalpindi Islamabad

## Appendix C

### SOURCE CREDIBILITY SCALE

**Instructions:** On the scale below, indicate your feelings about your instructor/teacher of last class you attended by selecting the appropriate number between the pairs. The closer the number is to the adjective, the more certain you are of your evaluation.

(Numbers 1 and 7 indicate a very strong feeling. Numbers 2 and 6 indicate a less strong feeling. Numbers 3 and 5 indicate a fairly weak feeling. Number 4 indicates you are undecided).

Item no	ADJECTIVES	RATINGS							ADJECTIVES
1)	Intelligent	1	2	3	4	5	6	7	Unintelligent
2)	Untrained	1	2	3	4	5	6	7	Trained
3)	Inexpert	1	2	3	4	5	6	7	Expert
4)	Informed	1	2	3	4	5	6	7	Uninformed
5)	Incompetent	1	2	3	4	5	6	7	Competent
6)	Bright	1	2	3	4	5	6	7	Stupid
7)	Cares about me	1	2	3	4	5	6	7	Doesn't care about me
8)	Has my interests at heart	1	2	3	4	5	6	7	Doesn't have my interests at heart
9)	Self-centered	1	2	3	4	5	6	7	Not self-centered
10)	Concerned with me	1	2	3	4	5	6	7	Unconcerned with me
11)	Insensitive	1	2	3	4	5	6	7	Sensitive
12)	Not understanding	1	2	3	4	5	6	7	Understanding
13)	Honest	1	2	3	4	5	6	7	Dishonest
14)	Untrustworthy	1	2	3	4	5	6	7	Trustworthy
15)	Honorable	1	2	3	4	5	6	7	Dishonorable
16)	Moral	1	2	3	4	5	6	7	Immoral
17)	Unethical	1	2	3	4	5	6	7	Ethical
18)	Phoney	1	2	3	4	5	6	7	Genuine

## Appendix D

### CHILD AND YOUTH CLASSROOM INCIVILITY SCALE (CYCIS)

**Instructions:**

How often have you done any of the behavior below?

Rating Scale: 1=Almost never/never, 2=rarely, 3=sometimes, 4=often, 5=almost always

Sr.	Items	Almost Never	Rarely	Sometimes	Often	Always
1	Packing up books before a lesson is over					
2	Making fun of a classmate who answered a question wrong					
3	Sending text messages/notes during class					
4	Posting mean comments online about classmates					
5	Reading, going online, or playing a game during a lesson					
6	Calling a classmate names because they did not agree with your opinion					
7	Eating during class					
8	Spreading rumors about or try to exclude a classmate you dislike					
9	Sleeping in class					
10	Fighting with another					

	student (physical or verbal)					
<b>11</b>	Talking when you shouldn't during class					

## Appendix E

### ACADEMIC DISHONESTY SCALE

**Instructions:**

How often have you been involved in the following behaviors.

Item No	Items	Responses				
		Never	Rarely	Sometimes	Frequently	Always
1.	During examination I use signals to fetch answers from my friends.					
2.	I use prohibited things like hidden notes, calculators and other electronic devices during examination.					
3.	I interchange my allotted book with other student to get better grade in examination.					
4.	During an examination, I solve answers on question paper and handover to my classmates.					
5.	During a test I try to copy from another student.					
6.	I copy summary of a story/poem/chapter from a textbook & claim it as completed by me.					
7.	For submitting assignment, I copy and change few sentences/lines/words and phrases from other sources.					
8.	I use online resources in my personal educational assignment/project without citing the author.					
9.	For personal comments I manipulate scientific information on internet and claim it as written by me.					
10.	I attempt to make special considerations to attain or getting favours i.e. (bribery)					
11.	In an individual					



	work/assignment I take help from others to complete it.					
<b>12.</b>	I use unfair means to obtain information about the content of the test before it was given.					
<b>13.</b>	Before examination I try to know questions asked in paper.					
<b>14.</b>	I write expected answers on table/wall/hand/paper etc. in prior time.					
<b>15.</b>	I interchange my allotted seat near efficient student to get better grade in examination.					
<b>16.</b>	Before examination I encourage other classmates to do cheating.					
<b>17.</b>	I submit the assignment in my name after getting it prepared by my friends.					
<b>18.</b>	I damage library books so that classmates do not get required content.					
<b>19.</b>	In a course I submit the same educational assignment more than one time.					
<b>20.</b>	I give false explanations when I miss deadline of my educational project.					
<b>21.</b>	I buy a project/assignment/paper online & submit it as my individual effort.					
<b>22.</b>	Before exam I pay someone to write a paper/homework for me.					
<b>23.</b>	I provide false excuses to teacher, to gain extra time on project/assignment.					

