



International Journal of Educational Management

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Article information:

To cite this document:

Deepika Pandoi, SANJAYA SINGH GAUR, Anup Kumar Gupta, "Role of Virtues in the Relationship between Shame and Tendency to Plagiarize: Study in the Context of Higher Education", International Journal of Educational Management , <https://doi.org/10.1108/IJEM-02-2018-0074>

Permanent link to this document:

<https://doi.org/10.1108/IJEM-02-2018-0074>

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Role of Virtues in the Relationship between Shame and Plagiarism Behaviour: Study in the Context of Higher Education

Abstract

Purpose: -

Plagiarism is an epidemic for scholars that needs to be managed. Penalties don't seem to be able to stop people from indulging in it. Manipulation of emotions and values may help in discouraging people from plagiarism. Therefore, the purpose of this study is to understand the association between felt emotion and plagiarism outcome behaviours. Another objective of the study is to see the role of virtues in discouraging people from plagiarism.

Research Design: -

A scenario-based quasi-experimental method is used to collect the data. Graduate students from various Indian universities were invited for the experiment. The partial least square (PLS) based structural equation modelling (SEM) is used to test the measurement as well as path model.

Findings: -

We found that manipulated shame resulted in feelings of both internal as well as external shame. When individuals feel internal shame, they avoid and discontinue plagiarism. They also try to repair the damage that they cause by plagiarism. However, feeling of external shame only encourages individuals to discontinue plagiarism behaviour. Virtues such as influence, competitiveness and equality weaken the relationship between internal shame and plagiarism related outcome behaviour. At the same time, these virtues do not affect the relationship between external shame and outcome behaviours.

Practical Implications: -

This study has important implications for the institutions of higher education. Study suggests that universities should provoke the emotion of shame through various communications to students to control the act of plagiarism by their students.

Originality: -

No study seems to have examined if the manipulation of emotions and values can help reduce the problem of plagiarism. This is an attempt towards bridging this important gap in literature. Therefore, findings of this study are of great value to scholars and content developers.

Keywords: - Plagiarism, Graduate education, Emotions, Quasi – experiment, Virtues.

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1. Introduction

Plagiarism is the unlawful use of another author's ideas or words and representing them as one's genuine work. A Roman, Martial, defined the term 'plagarius', a Latin word, which means kidnapper. Martial claimed that another poet had 'kidnapped his verses'. According to Mallon (1989), "the Elizabethan playwright Ben Johnson was the first person to use the word 'plagiarism' to mean literary theft, at the beginning of the 17th century".

With the rise of the internet, the epidemic of plagiarism has assumed threatening proportions for the academia. This is because the universality of the 'copy and paste' phenomenon has hit original contributors in the worst possible way. Novice researchers lift sentences, paragraphs and sometimes the entire paper. Simultaneously, the advent of technology has its own benefits as well. It enables the user in detecting instances of plagiarism, thanks to the advanced tools and software available. It has been a norm rather than the exception for universities to deal with this menace. Plagiarism happens when someone attempts to benefit from others' works without giving due credit to the original contributor.

Legally, it is not an offence to plagiarize in several countries. However, the infringement of the copyright is a crime. There are instances when an author starts using their own work, either overall or in parts, without proper citation; specifically, while asserting to represent novel data. Such a researcher is also guilty of duplicating their own work, which is known as self-plagiarism. This leads to the duplicity of the data, which has already been used and is unethical in research parlance. An exception in this regard could be if the paper contains proper acknowledgement about re-use and citation. To use someone else's work, quotation marks to classify paragraphs and to reference the source are the norms. Just because people tend to plagiarize to varying extents, it doesn't mean it is ethical. It is unacceptable in any form. Academic institutions should consider four aspects, i.e., direction, competence, opportunity and motivation to enhance the performance of scholars and reduce the plagiarism (Singh, 2014). On the other hand, Public shaming is one of the reprimands for plagiarism, which could be as severe as a dismissal in extreme cases. Hence, it can be said that emotion of shame could be induced in scholars to reduce plagiarism.

Thus, it becomes imperative to know the concept of plagiarism and its implications, as well as the consequences of plagiarism and the virtues that may result from it. This paper focuses on the role of emotion, especially shame, on the graduate student's decision to plagiarize. It further includes how such behaviour can be moderated by various virtues like: - influence, competitiveness and equality.

Within the realms of behavioural studies, an interesting aspect related to research is the study of emotions. Rose et al. (2007) suggested that emotions are instrumental as far as the behavioural patterns and actions of individuals are concerned. Huang (2001) talks about how theories on emotions from varied disciplines like sociology and psychology have been helpful as far as developing theoretical frameworks is concerned in the marketing arena thus leading to the understanding of the role of emotions in consumer behaviour. As per Rose et al. (2007), when it comes to predicting human behaviour, emotions are one of the most valuable and reliable aspects. In this regard, Gaur et al. (2014) conducted a systematic review of the extant literature and identified five contemporary areas - marketing, advertising, consumer behaviour, consumer psychology and retailing which have witnessed researchers carrying out research related to emotions. They concluded in their study that consumer behaviour could be predicted quite reliably thanks to human emotions.

In the above backdrop, this study investigates and discusses the effect of emotions, especially shame and selected virtues on plagiarism outcome behaviour. Also, this study investigates the moderating effects of virtues on the relationship between shame and pro-social outcome behaviour of plagiarism.

2. Theoretical Background

Most universities around the globe consider plagiarism, in the form of copying other's work and representing as one's own, as the most serious offence. This is increasing day by day because it is challenging to notice such acts. Even if some of the cases are caught, then there are no proper rules in some universities to take actions against them or to punish them. This, in return, gives an impetus to such kind of copying activities for gaining grades. Detection of plagiarism is time-consuming and requires a lot of efforts. Presently, there is an increase in plagiarism in varied types of academic texts. It is very difficult to measure the attitude of students towards plagiarism; researchers should use psychometrically tested instruments for the better understanding of plagiarism behaviour among students (Ehrich et al., 2015).

Maurer et al. (2006, pp. 1050 -1051) list the following activities that are included in plagiarism: "a) turning in someone else's work as your own; b) copying words or ideas from someone else without giving credit; c) failing to put a quotation in quotation marks; d) giving incorrect information about the source of a quotation; e) changing words but copying the sentence structure of a source without giving credit; f) copying many words or ideas from a source that it makes up the majority of your work, whether you give credit or not." For reducing the plagiarism, it is essential to describe what plagiarism is, why it is unethical, how to detect and control the plagiarism and what corrective measures can be adopted. Other's words have always been repeatedly used throughout the history of society. From adolescence, we figure out how to talk, read and compose by noticing others' words. Ordinarily, our words are really others' words.

During the education and learning of text and theory, reproduction is commonly utilized through activities of retention and duplication. Besides, many thoughts and "sayings" are so generally used that it is difficult to allocate origin to them. The way dialect is utilized and reused makes plagiarism a complex issue (Pennycook, 1996).

In spite of the conscious action of plagiarism, in some cases, the intention to plagiarize is not adequately described due to lack of awareness about plagiarism. Considering its variations, according to Maurer et al. (2006, p. 1051) plagiarism can be: "a) accidental: due to the lack of knowledge of plagiarism and understanding of citation or referencing style being practiced at an institute; b) unintentional: the vastness of available information influences thoughts and the same ideas may come out via spoken or written expressions as one's own; c) intentional: a deliberate act of copying complete or part of someone else's work without giving proper credit to original creator; d) self plagiarism: using self-published work in some other form without referring to original one".

In general, it is noticed that the significance of plagiarism has increased since 2000, mostly in English speaking nations. Earlier the rules and procedures for the consideration of plagiarism by higher education institutions were not so far well explained (Berlinck, 2011). Cronan et al. (2018) discussed the various motivational factors, which are responsible for increasing plagiarism behaviour and sharing of homework so that the universities can reduce this academic misconduct.

2.1. Plagiarism as consumer misbehaviour

Consumer misbehaviour may be defined as behavioural activities by consumers which disobey the usually standard norms of behaviour in consumption circumstances, and disturb the conduct estimated in such conditions (Fullerton & Punj, 1993). Consumer misbehaviour (Reynolds & Harris, 2009) is regarded as a negative act or involvement in consumer exchange process.

Traditionally, consumer misbehaviour research has been mostly regarded as sabotage, stealing, fraud, dishonesty and cheating (Harris & Reynold, 2004). However, simultaneously with the quick expansion of the Internet, Harris and Dumas (2009) noticed the appearance of the latest kind of consumer misbehaviour, that is, online consumer misbehaviour. Freestone & Mitchell (2004) and Chatzidakis & Mitusssi (2007) explained that the Internet contributes a fresh and an ideal atmosphere to commit immoral behaviour in the form of Plagiarism, easily and anonymously.

For the projects and assignments, graduate students consume the research papers and articles of other authors, and some of them choose to copy and paste the information and ideas without proper citations. This act is unethical on the part of the consumer and considered as plagiarism. Singh et al. (2016) explained that job characteristics are used for calculating motivating potential scores among professionals. This shows that lack of skills and pressure for getting grades among

scholars motivate for excessive use of the internet for copy and paste to complete their assignments. This act is unethical on the part of the consumer and is considered as plagiarism. This is getting more popular among university students due to the easy access to the Internet and the reward of achieving excellent scores in their assignments. Alhosani et al. (2017) proposed that the school leadership and climate affect the academic achievement of the students. There are significant relationships between organizational culture, leadership and teamwork which are important for organizations' success and sustainability (Al Mehrzi & Singh, 2016). This shows that the university work environment and actions affect the student's academic performance and their frequency to plagiarize to complete their assignments. Selwyn (2008) suggested that online misbehaviour is increasing among university students. Plagiarism is one of the most common consumer misbehaviour nowadays prevalent among graduate students, which is escalating due to the presence of the Internet. With the availability of computer-aided text analytic tools, which allow scholars to conduct content analysis for literature review (Gaur & Kumar, 2018), the instances of plagiarism are coming to the forefront very frequently.

2.2. Emotions

Emotions are considered as transitory mental states which originates when people face significant actions. The term "emotion" was derived from the Latin term "emovere", which means "to move away from" or "to stir up" (Pettijohn, 1991). Juma (2008) elaborated that the description of emotion has sustained to change, and in current emotion literature, the extant explanations evolve with changing the life of individuals. Erevelles (1998) was the first person to review emotion in the context of marketing.

Strongman (2003) talks about how emotions arise from moment to moment continuously and assumingly play an essential role in humans' personal and social life (Manstead, 1991). The study of emotions has always been an intriguing one and has drawn the attention of researchers for more than two millenniums as per Kagan (2007) and Solomon (2008). Strongman (2003) explained that he had recognized more than 150 diverse theories of emotion. As per the opinion of Juma (2008), emotion theories can be classified into traditional emotion and contemporary emotion theories. Traditional theories, such as evolutionary theory and physiological theory, consider emotions as gaining recognition without any influential cognition. On the other hand, contemporary approaches, such as attribution theory, social constructive theory, cognitive theory and self-discrepancy theory, comprise of a cognition element in the discussion of emotions. In short, these theories are differentiated by presence or absence of cognitive processes in the emotions. These two different approaches verify that emotions are comprehensive and multifaceted (Grappi et al., 2013).

According to various studies on emotions, they commonly provide adaptive, communicative, social and learning functions. These functions assist in making certain people easily deal with

external happenings and surroundings (Damasio, 2004). The existing literature illustrates that the emotions are predicted by various elements such as sanctions, needs and expectations (Turner, 2007), as well as, standards and goals (Clore et al., 1994).

2.2.1. Outcomes of Emotions

According to emotion literature, there is an increasing proof that emotions have an effect on several areas of humans' "social life" (Parkinson, 1996), "cognitive processes" (Sutton & Wheatley, 2003), "strength of motivation and behaviour" (Zeelenberg & Pieters, 2004). In short, Izard (1991) explained that emotions control a human being's mind, body and every aspect of his/her life. Thus, there is a link between the emotional intelligence and its dimensions with the contextual performance of individuals (Bozionelos & Singh, 2017).

Mehrabian and Russell (1974), for the first time, explored the elements-based approach towards emotion, where emotion is considered as a scale including three independent bipolar elements: Pleasure, Arousal and Dominance (PAD). This further concludes that individual's emotions have the capability to extract their own opinions, thoughts, intentions, feelings, reminiscences and other inner conditions to control and adapt their behaviour in order to fulfil norms and standards of the community (Leary & Buttermore, 2003) and to retain optimistic self-representation (Tracy & Robins, 2007).

2.2.2. Self-Conscious Emotions

As per the study of Tracy and Robins (2004), Bagozzi (2006) categorizes self-conscious emotions as positive or negative emotions; they are different. Tracy and Robins (2004) described that when people appreciate themselves and consider that they are within the standard norms and principles or increase expectations of others, they are prone to practice positive emotions, like pride. On the other hand, when people consider that they are not within the acceptable norms and standards or unable to fulfil others' expectations or move towards unethical practices, they tend to practice negative emotions, like shame or guilt.

Tracy and Robins (2004) categorize shame, embarrassment and guilt as negative self-conscious emotions. According to Lewis (1991), the feeling of shame and guilt are unlikable and hurting. As these emotions are ruthless and nasty, people evade them by either considering their basis or restoring their negative experience through commencing pro-social behaviour.

2.3. Shame and Self

Shame is defined as the unpleasant and unlikable emotion, i.e., resulting from individuals' consciousness of being unethical, dishonest, disreputable, offensive, unacceptable and immoral (de Hooze, Breugelmans, & Zeelenberg, 2008). Both physical and mental experiences create the feeling of shame in individuals. It is an emotion that jeopardizes individuals' honour, status, reputation and wellbeing within the society. As an outcome, shame is declared to be the most significant, influential, and potentially disturbing life experiences of an entity (Gilbert, 1997).

As discussed earlier, both physical and mental experiences probably generate shame. The differentiation among these experiences is the strength and the extent of the shame exposure. For example, in the perspective of plagiarism, the shame of being noticed, punishment by the university and facing the court trial is only short-term. Once a person's fines are paid, and the punishment or the court case has ended, the physical 'self' experience and the feeling of shame also vanishes. On the other hand, shame from mental experiences, such as being called as a corrupt, unethical and immoral individual, means that the 'self' experience persists and it generates a feeling of shame that might continue for the remaining life of that person.

2.3.1. Shame and Plagiarism

Preserving a positive and genuine personality is considered as one of the most difficult and essential objectives in human society. Involvement in negative and unethical behaviours, such as plagiarism is supposed to be ethical disobedience along with exposure against principles, norms and regulations, thereby recovering self-worth (Cohn & Vaccaro, 2006) and creating shame experience (Taylor, 1985). Dobson (2017) discussed the relationship between shame and resistance in the context of social welfare practices.

Bagozzi, Verbeke and Gavino (2003) argue that the shame occurrence is specific to the culture, that is, the level of shame experienced varies with culture. There is a rich body of literature that examines various aspects of cultural differences and their impact on individual-level and organizational-level outcomes (Contractor, Yong, & Gaur, 2016; Gaur, Delios, & Singh, 2007; Gaur & Lu, 2007; Popli et al., 2018). For example- In India, the concept of plagiarism is not that much well-known and familiar with as compared to many of the developed countries, where it is considered as unethical and punishable. Here, copy and paste of others' work is so common that most of the students and scholars plagiarize in assignments, reports and research papers without any feeling of shame. The main reason behind it is the lack of awareness about plagiarism and its consequences. Actually, they don't realize that they are doing something wrong.

2.3.2. Two Types of Shame

As per Gilbert (1998), the social, cognitive, affective, physiological and behavioural factors characterize shame thereby lending it a complex self-conscious aspect. Further, he classifies shame as the internal shame and the external shame. The internal shame is defined as the one which originates from self-assessment or comparison. It is experienced from the inside. On the other hand, the external shame is to be understood as resulting from individual's values, belief and assumptions that the others are evaluating them negatively. This shows that such kind of shame is concerned with others' perception about individuals' behaviour. People are concerned about what others think and feel about us; their primary focus is on the outside world (Gilbert, 1998).

According to Goss and Allan (2009), the main consideration of external shame is superficial and outward-oriented, and assessment is based on others' opinions, feelings or ideas about individual's behaviour (Gilbert, 1998). According to scholars, shame has several roles, which include: adaptive, psychological, social and motivational functions in the plagiarism. Nathanson (1994) explained that shame is one of the negative emotions that represent individual's hurt feelings or rejection. Depending upon the intensity with which the feelings are affected, shame directs people to select the suitable coping strategy, like anti-social or pro-social behaviour, which in turn, decides the person's intention to maintain or break off their relationship with the cause which led to these feelings.

The shame questions were introduced with a scenario, which attempted to convey the idea that customers may signal or say something unfavourable about the salesperson, thus exemplifying a shame incident. This context-specific manner of asking questions is a standard way by which psychologists measure shame responses, as it is both difficult and unethical to manipulate shame directly into the respondents. Responses to items were recorded on 7-points "I do not feel anything at all" to "I feel this very strongly" scales. Internal Shame was assessed with 4 Items, "I feel I could die of shame," "I feel I need to escape quickly," "I feel very small," "I feel helpless," and on the other hand, External Shame was assessed with 2 items, "I notice that my voice has become lower," "My heart is beating more slowly" (Verbeke and Bagozzi, 2003).

2.4. Outcome behaviour: Pro-Social behaviours

As explored by Bryant and Crockenberg (1980), pro-social behaviour is concerned with others' prosperity and energizes the building of the relationship. Such behaviour re-establishes and maintains the damaged conditions along with managing the relationship by improving self-development and social-development. In the context of plagiarism, pro-social behaviours are signified by repair, discontinuance and avoid behaviours.

On that basis, if the individual virtue increases, individuals' felt shame is expected to increase through individuals' perceived failure and sense of inability to reach their goals. Thus, in order to reduce the shame and hope to reverse the damage, scholars predict that felt shame will directly

stimulate reparation behaviour (i.e., de Hooge et al., 2010), discontinuance behaviour (Delmonico & Griffin, 1997) and avoid behaviour (Tangney et al., 1996; Schmader & Lickel, 2006). Therefore, we hypothesize that –

H1 - The feeling of shame is associated with the outcome behaviour (i.e., avoidance, discontinuance and repair)

Accordingly,

H1A - The feeling of internal shame is associated with the outcome behaviour

H1B - The feeling of external shame is associated with the outcome behaviour

2.4.1. Avoidance Behaviour

Avoidance behaviour refers to intentional or unintentional conduct to prevent or discontinue undesired behaviour permanently with no thought to repeat it (Chapman et al., 2006). People also tend to retain their success by evading actions that could probably destroy or spoil their successful repute.

Avoidance is used as distancing and is assessed with three items, "Completely dissociate myself from this event," "Hide and remove any association with this event," "Distance myself as much as possible from this event" (Tangney et al., 1996; Schmader & Lickel, 2006).

Thus, we propose that –

H1Aa - The feeling of internal shame is associated with the avoidance behaviour

H1Ba - The feeling of external shame is associated with the avoidance behaviour

2.4.2. Discontinuance Behaviour

Lengnick-Hallet al (2000) explained that discontinuance behaviour refers to the repetition of the voluntary or involuntary actions in an appropriate condition which provides desirable outcomes and not to repeat those which are producing adverse outcomes. Discontinuance behaviour is concerned about others' well-being. If conduct is producing positive consequences, then it is going to be repeated by others, otherwise, discontinue the same for negative outcomes. This type

of behaviour is important for prospects, as, on the basis of consequences and its observations, it is easy to decide whether to repeat the action or not (Arbuthnott, 2009).

Discontinuance Behaviour is assessed with two items, "It is probable that I will not repeat such behaviour," "It is highly acceptable that I will not repeat such behaviour" (Bougie et al., 2003).

Thus, proposed that –

H1Ab - The feeling of internal shame is associated with the discontinuance behaviour

H1Bb - The feeling of external shame is associated with the discontinuance behaviour

2.4.3. Repair behaviour

Repair behaviour is defined as the act of repairing or correcting the wrong deeds (Adams & Balfour, 2008). According to Desmet et al. (2011), repair behaviour is acceptable for backward oriented basis. It means that repair behaviour focuses on re-establishing the unfairness or injustices rather than making efforts to discourage it. For example, in case of plagiarism, repair behaviour focuses on apologizing, reimbursement or remediation rather than reducing future misconducts.

Drawing from past shame and shame research (Lickel et al., 2005; Tangney et al., 1996), the approach is to make reparations and it is assessed with three items (rated on a 7-point scale), "I should do something after this event to make it better," "I want to apologize for what has happened," "I will try to do something after the event to make it better."

Thus, it is proposed that –

H1Ac - The feeling of internal shame is associated with the repair behaviour

H1Bc - The feeling of external shame is associated with the repair behaviour

2.5. Virtues

In this study, virtues refer to the types of qualities that allow people to assess and follow any psychological procedure that approves individuals to think and act in a manner beneficial to them and their society (Fowers, 2005). This shows that virtues are measured as superior qualities that permit individuals to reply to the demands of the society excellently. That's why Swanton (2003) concluded that virtues establish our relationship with others, particularly with whom we share common objectives and principles. Different virtues have different importance in different circumstances for different people in the society. Schwartz (2006) explained that alterations and the significance of virtues in one's life would influence his/her behavior. Kim & Johnson (2014) described the role of self – view concepts of individuals on the relationship between emotions, i.e., shame and outcome behaviour for the purchase of fashion counterfeits.

2.5.1. Virtues and Emotions

Based on Aristotle's principles, Hursthouse (1999) argued that virtues and emotions are associated with each other. Virtues are considered ethically significant, and their purpose is not only to direct behaviour but also to feel emotions, that is, the individual with virtues will also experience suitable emotions for the right persons or entities for the right basis. According to Schwartz (2006), the individual's practice of virtues depends upon the circumstances or the current situation. For example, in favourable conditions, it is easy to promote equality. On the other hand, in the condition of poverty, it's difficult to exercise the virtue of equality, i.e., sharing the last piece of bread (Thompson and Bendik-Keymer, 2012).

2.5.2. Virtues as Moderators

According to Taylor and Wolfram (1968), these virtues can be categorized into two main types: self-regarding virtues and other-regarding virtues. Eshete (1982) suggested that self-regarding virtues are virtues that are exhibited by individuals when they are concerned with their own interest and act non-socially. However, Other-regarding virtues are important for an ethical system. People with such virtues keep the welfare of the society above their own welfare and serve the interests of others (Schwartz, 1992). So, there is the different moderating effect of different virtues on the relationships of shame and outcome behaviour. Thus, proposed hypotheses are:

H2: The virtues (i.e., influence, competitiveness and equality) in response to felt shame due to plagiarism will not promote outcome behaviour (i.e., avoidance, discontinuance and repair)

H2A: The virtues in response to felt internal shame due to plagiarism will not promote outcome behaviour

H2B: The virtues in response to felt external shame due to plagiarism will not promote outcome behaviour

In this study, we have used three virtues: - influence, competitiveness and equality as moderators for the relationship between emotions and outcome behaviour (pro-social behaviour). Many researchers worked on individual differences as moderators to see its effect on the relationship between emotions and outcome behaviour (Lin et al., 2018). The Virtue of Influence refers to the ability to affect others' actions, behaviour, opinions and feelings, to make changes in one's life (Carr, 2006). However, the virtue of competitiveness refers to the condition of active attempting to win or gain something by imposing superiority over others (Schwartz, 2006). Lastly, the virtue of equality refers to an inherent value that encourages justice and fairness in dealing with different entities (Frankfurt, 1987). The primary objective of this virtue is to treat everyone equally and with fairness in the given conditions. The term "equality" originates from the Latin word "aequalitas" which represents an association among individuals with similar behaviour (Burmeister, Weckert and Williamson, 2011). In the context of plagiarism, different virtues will moderate the outcome behaviour of different people. Individuals with high virtues control the relationship between emotions and outcome behaviour, whether they are going to have a direct effect on behaviour or not especially in the Indian context for plagiarism.

3. Measures of the study

In this study, the questionnaire is taken from the previous research done by Halimin Herjanto on digital piracy (Herjanto, 2013). The seven-point Likert-type scales are used with anchors ranging from 1 = I do not feel anything at all to 7 = I feel this very strongly for felt emotions (shame) and 1 = I definitely would not to 7 = I definitely would for individual virtues and outcome behaviour. It contains the questions related to the Felt Emotions (external and internal shame), Individual virtues (influence, competitiveness and equality), Outcome behaviour (repair, discontinuance and avoidance behaviour). Along with scale items, respondents were also asked to provide basic demographic information related to their gender, age, program enrolled and religion.

Although most of the items were taken from the existing literature, still scale was given to experts for face validity of the questionnaire to refine the items to suit the specific context of the study (Gaur & Gaur, 2009). Details of measures are provided in table 1.

3.1. Research Methodology

The research is empirical in nature and employs quantitative methods of analyses. This research is based on scenario-based quasi-experimentation. In this study, we manipulated emotions, i.e., shame and investigated the effects of felt shame on plagiarism related outcome behaviours (discontinuance, repair and avoid behaviours). We further tested the moderating role of individuals' virtues (influence, competitiveness and equality) on the link between felt shame and outcome behaviour.

As mentioned earlier, the scenario-based experimental method was used in this study. Realistic scenarios are important for surveying, which are considered as the case in the study. The extant literature suggests that presenting scenarios is a useful method in emotional and ethics related research (Bagozzi et al., 2003). The employment of the scenario method provides higher measurement accuracy (Hunt & Vitell, 1986) and offers a channel that permits an investigation of how individuals make decisions when involved in undesirable behaviour. This approach symbolises a way in which researchers can achieve potentially valuable insights into the ethical decision making of individuals (Chonko, Tanner & Weeks, 1996). Therefore, each scenario used in our study describes the specific circumstances of a situation in which a character commits an act of plagiarism. Before filling the questionnaire, every respondent was given one of the scenarios to read; either manipulated shame scenario or neutral one.

Primary data were collected using questionnaire from university master's and doctoral students. Questionnaires were distributed to a total of 280 respondents. After several attempts, a total of 250 respondents returned completed questionnaires. However, some of the questionnaires which were incomplete or carelessly completed were omitted for data analysis. This is why only 244 questionnaires were found to be usable for further analyses.

The sample consisted of a comparatively higher number of males (i.e., 147 (60.2%) of males and 97 (39.8%) of females). According to All India Survey on Higher Education (MHRD.GOV.IN, 2018), females constitute only 46.2% of the total enrollment for the higher education in India. So our sample too approximately reflects male–female ratio enrolled for higher education in India. Most of the participants, i.e., 181 (74.2%) respondents were between 21 – 25 years old, 39 (16%) were between 26 – 30 years old and 24 (9.8%) were above 31 years old. 142 (58.2%) respondents were pursuing masters level education (MBA and PGDM) and 102 (41.8%) were pursuing PhD. Self-reported frequency of plagiarism varied: 37 (15.2%) participants reported never, 36 (14.8%) reported rarely, 125 (51.2%) reported sometime, 34 (13.9%) reported often and 12 (4.9%) reported very frequently.

4. Data Analyses

The partial least square (PLS) based structural equation modelling (SEM) is an advanced statistical technique that includes factor analysis and regression analysis simultaneously to examine the relationship between measurement indicators and constructs (Hair et al., 2017). SEM is commonly used in social science research to develop and test theories using survey data.

Smart PLS software was used for testing of measurement model as well as for hypotheses testing (Ringle, Wende and Becker, 2015).

4.1. Results of Measurement Model testing:

Confirmatory factor analysis (CFA) was used to test the measurement model.

4.1.1. Reliability

Internal consistency is commonly used to establish scale reliability. According to Nunnally & Bernstein (1994), internal consistency is the degree of inter-correlations between the scale items. To check the reliability of the scale, Cronbach's alpha is also used. The value of Cronbach's alpha should not be lesser than .70 for scale reliability (Gaur & Gaur, 2009; Nunnally & Bernstein, 1994; Hair et al., 2017). Apart from Cronbach's alpha, other measures are also used for checking the reliability of the scale, i.e. Average variance extracted (AVE) and composite reliability (CR) (Garver and Mentzer, 1999). Interpretation of composite reliability is similar to the Cronbach's alpha. Hair et al. (2017) stated that the value of composite reliability should be equal or greater than .7 and lesser than 0.7 shows that there is no internal consistency. According to Fornell & Larcker (1981), the value of average variance extracted is generally acceptable if it is 0.5 or near to it and shows that the half of the variance of the indicators is explained by the construct (Hair et al., 2017). The item loadings, AVE and CR values given in Table 2 confirm the reliability of measures for each construct.

Indicator Reliability: The size of the item loading for the indicators is known as indicator reliability, and it should be significant. Hair et al. (2017), stated that the value of indicator reliability should be 0.70 or closer. It is clear from the Table 2 that the values of item loadings for all constructs are satisfactory establishing indicator reliability.

4.1.2. Validity

Convergent Validity: Convergent validity is the extent to which a measure correlates with alternative measures of the same constructs (Hair et al., 2017). For the assessment of the convergent validity, average variance extracted and item loadings of the indicators are examined (Hair et al., 2017). Table 2 shows AVE values and the item loadings for all the constructs.

Discriminant Validity: Examination of cross-loadings is the first approach to check the discriminant validity of the constructs. The value of indicators' outer loading with their constructs should be greater than any of its cross-loadings (Hair et al., 2017). In the Table 3A, all loadings of the items of the associated construct are seen to be greater than any other construct.

Fornell and Larcker criterion is the second approach to assess the discriminant validity. To analyse the discriminant validity, Fornell and Larcker (1981) presented this method. It can be evaluated by comparing the average variance extracted for each construct with the shared variance between the constructs. The scale has discriminant validity when shared variance with any other construct is lesser than AVE for that construct. From Table 3B, it is clear that the scale has discriminant validity; bold values show that AVE for each construct is greater than its shared variance. Heterotrait – Monotrait Ratio (HTMT) is the third approach and the most advanced method to assess the discriminant validity. In order to analyse discriminant validity, Henseler et al. (2015) stated that HTMT is the ratio of between-trait correlations to that of within- trait correlations. The HTMT approach is an estimate of what the true correlation between two constructs would be if they are perfectly measured. The threshold value of HTMT is 0.85, i.e., all the ratios should be lesser than 0.85 and not closer to 1. From Table 3C, it is clear that the scale has discriminant validity because ratio for each construct is much lesser than 0.85.

4.2. Structural Equation Model

The structural model was tested using Smart-PLS. The SRMR value of the model was found to be .08. The coefficient of determination (R^2 value) represents the amount of variance in the endogenous constructs linked to it. The R^2 value ranges from 0 to 1; there is no rule of thumb for acceptable R^2 value as it depends on the complexity of the model and the research discipline. In many cases, the R^2 value of 0.20 is considered as good enough in disciplines like consumer behaviour (Hensler et al., 2015). R^2 values in this study were .13 ($p=.000$) for avoidance, .09 ($p=.030$) for discontinuance and .15 ($p=.000$) for repair behaviour.

4.2.1. Path coefficients

In the structural model, the path coefficients have standardized values approximately between -1 and +1. The path coefficients show the direction and magnitude of association and these coefficients are used in proving the hypothesis as given in Table 4. The estimated path coefficients close to +1 show strong positive relationships and vice versa for negative values, which are significant. Whether a coefficient is significant or not depends on its standard error, which computes the empirical t values and p values for structural path coefficients. When t value is larger than the critical value, we conclude that coefficient is statistically significant. Common critical values for two-tailed tests are 1.65 (10% significance level), 1.96 (5% significance level) and 2.57 (1% significance level). On the other hand, most researchers use p values to assess significance levels. When $p\text{-value} \leq .001$, at 1% level of significance, $p\text{-value} \leq .005$, at 5% level of significance and the $p\text{-value} \leq .010$, at 10% level of significance, then we can say that the relationship is statistically significant. In case of exploratory research, researchers often assume 10% of the level of significance.

4.2.2. Moderation analysis

Moderation is defined as a condition where the association between two factors is not stable but dependent on the values of another variable, that variable is known as the moderator variable. The moderator changes the strength and direction of a relationship between two factors in the model (Henseler et al., 2015). In Table 4, Coefficients show the strength of the effect that moderator has between the two constructs and its positive or negative sign indicates the direction of the relationship. For example –In case of H2A(i)b hypothesis, the strength of moderator "Influence" is -0.18 between the relationship of internal shame and discontinuance behaviour, the p-value is 0.002, and it is significant (significance level = 5%). Further, as the coefficient value is negative, this depicts that higher the influence, the weaker the relationship between internal shame and discontinuance behaviour for plagiarism.

5. Results of Hypotheses Testing

H1 - The feeling of shame is associated with the outcome behaviour (avoidance, discontinuance and repair)

Hypothesis 1-It is clear from the Table 4 that the hypothesis 1A is supported by our data. This means that the internal shame has the significant positive effect on plagiarism related outcome behaviours (avoidance, discontinuance and repair). Hypothesis 1B is supported in the case of discontinuance behaviour but rejected for avoidance and repair behaviour.

H2: The virtues (such as influence, competitiveness and equality) in response to felt shame due to plagiarism will not promote outcome behaviour (avoidance, discontinuance and repair)

Hypothesis H2 - Results presented in Table 4 show that the hypothesis H2A (i) is supported in our study only for the virtue of influence. Influence has significant negative moderation effect on the relationship between internal shame and discontinuance behaviour for plagiarism. This depicts that higher the Influence, the weaker the relationship between internal shame and discontinuance behaviour for plagiarism. Hypothesis H2A (ii) is supported only for the virtue of competitiveness. The competitiveness has significant negative moderation effect on the relationship between internal shame and repair behaviour for plagiarism. This depicts that higher

the competitiveness, the weaker the relationship between internal shame and repair behaviour for plagiarism. Similarly, H2A (iii) is found to be supported by the data of our study because of the virtue of equality because equality has significant negative moderation effect on the relationship between internal shame and discontinuance behaviour for plagiarism. This depicts that higher the equality, the weaker the relationship between internal shame and discontinuance behaviour for plagiarism.

In Table 4, H2B also shows that none of the virtues moderates the relationship between external shame and plagiarism related outcome behaviour. Hence, remaining hypotheses are not supported by the data in our study.

6. Discussions and Conclusions

In this study, a conceptual framework is developed to show the relationship between the emotion of shame and plagiarism related outcome behaviours. The framework based on recent psychological research is tested on graduates. The results show strong support for the scenario – based effect of felt emotions, i.e., shame on outcome behaviour for plagiarism with moderating effect of specific individual virtues. We found that manipulated shame resulted in feelings of both internal as well as external shame. When individuals feel internal shame, they discontinue plagiarism. They also try to repair the damage that they cause by plagiarism. However, feeling of external shame encourages individuals to discontinue plagiarism but does not influence their avoidance and repair behaviour. Virtues such as influence, competitiveness and equality weaken the relationship between internal shame and plagiarism related outcome behaviour. At the same time, these virtues do not affect the relationship between external shame and outcome behaviours. When individuals have high value for influence and competitiveness, they may be justifying the act of plagiarism even if they internally feel ashamed. Similarly, they may be justifying the act of plagiarism when they have high value for equality. This may be because, in a country like India, they may think that they are deprived of resources which are easily available to their counterparts in well-developed economies and therefore they may perceive the act of plagiarism as a means for achieving equality.

This research contributes to emotion and consumer misbehaviour literature. It extends the literature by integrating the role of virtues in the context of plagiarism related behaviours. Finally, this study supports our central hypotheses that manipulation of emotions and virtues of a graduate student by universities can prove to be a better deterrent for graduate students' plagiarism behaviour than coercive methods which are currently in use.

7. Implications

The findings of the study have significant implications for the management of scholarly work at educational institutions and universities. It is important for universities to understand the role of specific emotions in influencing individuals' plagiarism behaviour. Specifically, study suggests that universities should provoke the emotion of shame to control plagiarism and encourage pro-social behaviour among scholars.

Secondly, the findings indicate that specific virtues moderate the felt internal shame and consequent pro-social plagiarism related outcome behaviour among scholars. For instance, the virtue of influence has significant moderation effect in the relationship between internal shame and discontinuance behaviour. Thirdly, findings show that none of the virtues moderate the relationship between external shame and outcome behaviour for plagiarism. Therefore, focus should be on using only those communications which are able to provoke internal shame. For example, instead of publicly shaming an individual who is likely to indulge in plagiarism, it will be better if that individual is privately consulted and attempt is made to provoke internal shame in him or her.

8. Limitations

In order to conduct the theoretically and empirically sound research, all efforts were made. Despite this, no study can be free from the limitations. Geographically, India is a varied and vast country; this study is limited to certain geographical regions. There is scope to analyse the plagiarism issue at the sub-national levels (Gaur, Kumar, & Singh, 2014). Another limitation in the study is the use of the narrative description of fictitious scenarios to generate the self-conscious emotions among scholars. In future studies, use of videos and real-life examples may enhance the degree of realism of manipulations and generate stronger emotions (Xie et al., 2015). Due to time and fund constraints, the sample size is small for such type of study. There are clear differences across different developing countries and between developing and developed countries (Judge, Gaur & Muller, 2010; Singh & Gaur, 2009). For instance, the role of regulations and government intervention, as well as perceptions about what is ethical and unethical differs significantly between India and China (Gaur, Ma & Ding, 2018; Li & Gaur, 2014; Pattnaik, Lu, & Gaur, 2018). A person who plagiarizes is not just a consumer but also simultaneously a producer. However, our research considers only consumer's perspective. We have not included producer's perspective in our study. This is another limitation that future studies may like to address. In Middle Eastern countries, very less amount of significant research has been carried out in the area of education management. Many research papers have been conceptualized to provide solutions to the problems being faced by policymakers and educational institutions in the Middle East region (Singh, 2017); but empirical studies are scarce. Our study can be replicated in the context of Middle Eastern countries to understand the Plagiarism phenomenon.

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Conceptual Framework

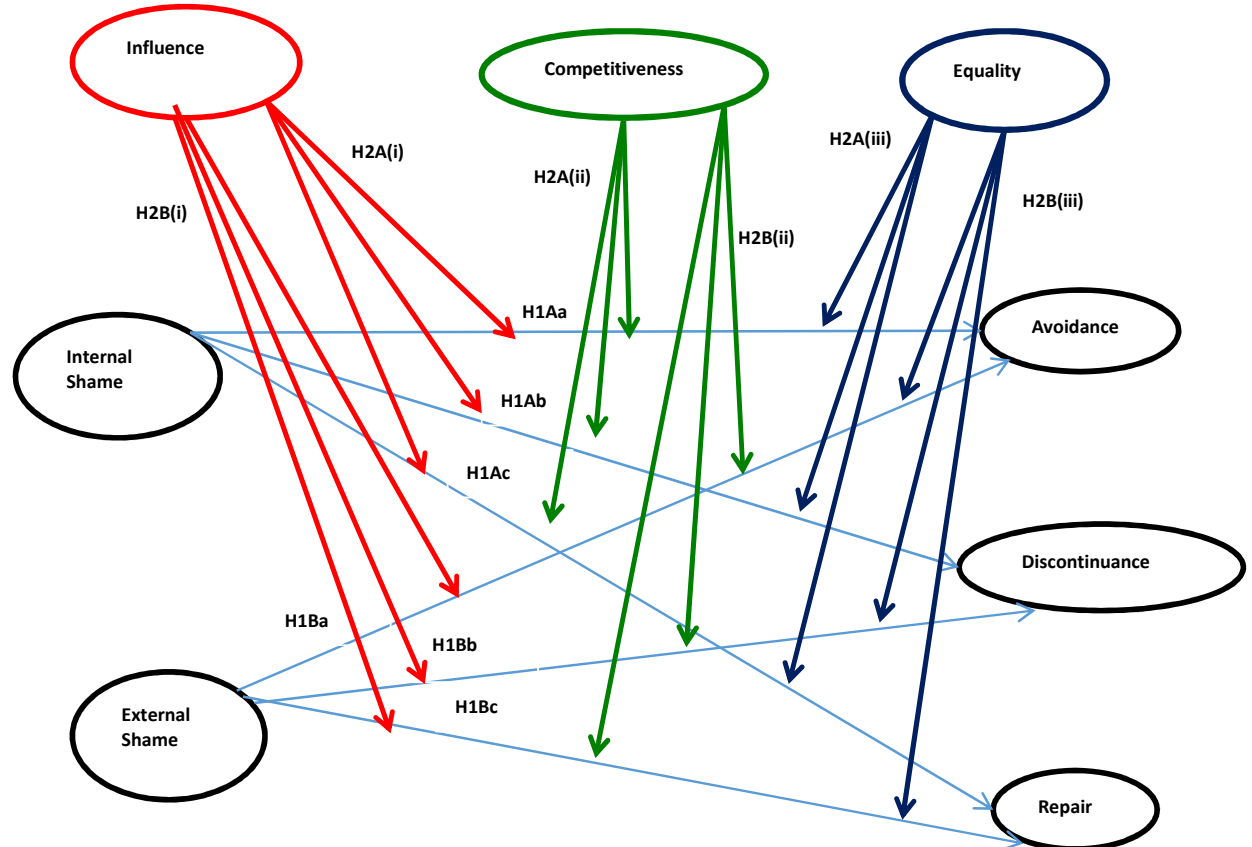


Figure 1 – Conceptual framework and Hypotheses

Table 1 – Scale Measurement

Variables	References	Number of Items
Felt Shame (Independent Variables) (X) <ul style="list-style-type: none"> • External shame • Internal shame 	Verbeke and Bagozzi(2003)	2 Items 4 Items
Individual virtues (Moderators) (MO) Influence, Competition and Equality	Schwartz (1992, 2006)	2 Items of each Individual Virtue
Outcome Behaviours (Dependent Variables) (Y) <ul style="list-style-type: none"> ▪ Repair Behaviour ▪ Avoid Behaviour ▪ Discontinuance Behaviour 	Minton and Rose (1997) Finn et al. (2005) Bougie et al. (2003)	3 Items 3 Items 2 Items

Table 2: Construct Reliability and Convergent Validity

Construct	Item	Item loading	AVE	Composite Reliability
Independent Variables				
Internal Shame	Intshm1 - I feel I could die of shame	0.78	0.61	0.86
	Intshm2 - I feel I need to escape quickly	0.75		
	Intshm3 - I feel very small	0.83		
	Intshm4 - I feel helpless	0.77		
External Shame	Extshm1 - I notice that my voice has become lower	0.84	0.66	0.79
	Extshm2 - My heart is beating more slowly	0.78		
Dependent Variables				
Avoidance	Avd1 - Completely dissociate myself from this event	0.73	0.62	0.83
	Avd2 - Hide and remove any association with this event	0.82		
	Avd3 - Distance myself as much as possible from this event	0.80		
Discontinuance	Discont1 - It is probable that I will not repeat such behaviour	0.87	0.71	0.83
	Discont2 - It is highly acceptable that I will not repeat such behaviour	0.81		
Repair	Rep1 - I should do something after this event to make it better	0.79	0.64	0.84
	Rep2 - I want to apologize for what has happened	0.81		
	Rep3 - I will try to do something after the event to make it better	0.79		

Moderating Variables				
Influence	Influe1 - Having an impact on people	0.91	0.72	0.84
	Influe2 - Having an impact on policy or programs	0.78		
Competitiveness	Compt1 - Doing better than others	0.78	0.72	0.83
	Compt2 - Winning or exceeding the achievements of others	0.91		
Equality	Eq1 - Supporting equality of outcomes for all	0.90	0.79	0.88
	Eq2 - Supporting equality of opportunities for all	0.88		

Table3A: Cross - loadings

	Avoidance	External shame	Discontinuance	Internal shame	Repair
AVD1	0.73	0.09	0.12	0.18	0.33
AVD2	0.82	0.19	0.18	0.23	0.23
AVD3	0.80	0.19	0.19	0.28	0.14
REP1	0.23	0.11	0.26	0.22	0.79
REP2	0.19	0.19	0.17	0.29	0.81
REP3	0.23	0.11	0.25	0.27	0.79
DISCONT1	0.17	0.16	0.87	0.21	0.23
DISCONT2	0.19	0.19	0.81	0.11	0.24
IntSHM1	0.26	0.37	0.18	0.78	0.23
IntSHM2	0.15	0.35	0.17	0.75	0.22
IntSHM3	0.26	0.36	0.14	0.83	0.30
IntSHM4	0.25	0.33	0.13	0.77	0.28
ExtSHM1	0.12	0.84	0.18	0.39	0.23
ExtSHM2	0.23	0.78	0.16	0.34	0.04

Table3B: Fornell – Larcker Criterion Analysis

	Avoidance	External shame	Discontinuance	Internal shame	Repair
Avoidance	0.79				
External shame	0.21	0.81			
Discontinuance	0.21	0.21	0.84		
Internal shame	0.29	0.45	0.19	0.78	
Repair	0.28	0.18	0.28	0.33	0.79

Table3C: Heterotrait – Monotrait Ratio (HTMT)

	Avoidance	External shame	Discontinuance	Internal shame	Repair
Avoid					
External shame	0.35				
Discontinuance	0.33	0.38			
Internal shame	0.38	0.72	0.28		
Repair	0.42	0.29	0.44	0.43	

Table 5: Path Coefficients and Results of Hypotheses Testing

Hypothesis	Hypothesised Path	β	t	p values	Decision
H1Aa	Internal shame -> Avoidance	0.25	3.36	0.000	Supported
H1Ab	Internal shame -> Discontinuance	0.15	1.83	0.060	Supported
H1Ac	Internal shame -> Repair	0.32	4.34	0.000	Supported
H1Ba	External shame -> Avoidance	0.09	1.12	0.260	Not Supported
H1Bb	External shame -> Discontinuance	0.14	1.80	0.070	Supported
H1Bc	External shame -> Repair	0.03	0.44	0.650	Not Supported
H2A(i)a	Internal shame X Influence -> Avoid	-0.05	0.73	0.460	Not Supported
H2A(i)b	Internal shame X Influence -> Discontinuance	-0.18	2.26	0.002	Supported
H2A(i)c	Internal shame X Influence -> Repair	-0.08	1.07	0.280	Not Supported
H2A(ii)a	Internal shame X Competitiveness -> Avoidance	-0.01	0.15	0.870	Not Supported
H2A(ii)b	Internal shame X Competitiveness -> Discontinuance	-0.10	1.55	0.120	Not Supported
H2A(ii)c	Internal shame X Competitiveness -> Repair	-0.12	1.77	0.070	Supported
H2A(iii)a	Internal shame X Equality -> Avoidance	-0.05	0.71	0.470	Not Supported
H2A(iii)b	Internal shame X Equality -> Discontinuance	-0.18	2.56	0.001	Supported

H2A(iii)c	Internal shame X Equality -> Repair	-0.06	0.94	0.340	Not Supported
H2B(i)a	External shame X Influence -> Avoidance	-0.11	1.44	0.150	Not Supported
H2B(i)b	External shame X Influence -> Discontinuance	0.04	0.51	0.600	Not Supported
H2B(i)c	External shame X Influence -> Repair	0.00	0.00	0.100	Not Supported
H2B(ii)a	External shame X Competitiveness -> Avoidance	-0.12	1.49	0.130	Not Supported
H2B(ii)b	External shame X Competitiveness -> Discontinuance	-0.01	0.17	0.860	Not Supported
H2B(ii)c	External shame X Competitiveness -> Repair	-0.02	0.31	0.750	Not Supported
H2B(iii)a	External shame X Equality -> Avoidance	0.06	0.79	0.420	Not Supported
H2B(iii)b	External shame X Equality -> Discontinuance	0.06	0.84	0.400	Not Supported
H2B(iii)c	External shame X Equality -> Repair	0.03	0.46	0.640	Not Supported