

Social Sciences Today

Social Sciences Today:
Between Theory and Practice

Edited by

Georgeta Rață and Maria Palicica

**CAMBRIDGE
SCHOLARS**

P U B L I S H I N G

Social Sciences Today: Between Theory and Practice,
Edited by Georgeta Rață and Maria Palicica

This book first published 2010

Cambridge Scholars Publishing

12 Back Chapman Street, Newcastle upon Tyne, NE6 2XX, UK

British Library Cataloguing in Publication Data
A catalogue record for this book is available from the British Library

Copyright © 2010 by Georgeta Rață and Maria Palicica and contributors

All rights for this book reserved. No part of this book may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without the prior permission of the copyright owner.

ISBN (10): 1-4438-2405-4, ISBN (13): 978-1-4438-2405-7

TABLE OF CONTENTS

List of Tables	ix
List of Illustrations	xi
Foreword	xiii

Chapter One: Educational Theory

Attitudes of College Education Students to Plagiarism: Academic, Moral, Ethical, and Cultural Aspects of the Issue Lea Baratz and Roni Reingold.....	3
Educational Classes through Group Activities Viorica Boacă.....	19
Reform of the Social Protection System in the FYR of Macedonia Natasha Bogoevska and Bojana Jovanovska	26
The Role of Didactic Principles in Teaching-Learning-Assessing Socio-Human Subjects Marius-Costel Eşi	36
Cultivating Creativity in Little Students (6-7 to 10-11 years old) Codruța Gavrilă	48
The Role of Extra-Curricular Activities in Developing Pre-School Children's Personality Gabriela Kelemen	55
John Chrysostom's View on Youth Education Marius-Robert Lungu and Maria Lungu.....	76
Studying Socio-Cultural Differences in Forming the Self-Concept: A Comparative Analysis of Past and Present Research Design Ana-Maria Mateescu	82

Emotionality and Sociability among Teenagers Alina Mărghitan and Lucia Orbulov	90
Notes on the Teenagers' Psycho-Moral Profile Alina Mărghitan and Viorica Boacă	97
A Study of the Psychological Aspects of Optimising and Motivating Lawn Tennis Players Petru-Eugen Mergheș, Mihaela Pascu and Narcis Văran	107
Self-Confidence and Focus: Main Elements of Success in Lawn Tennis Petru-Eugen Mergheș, Mihaela Pascu and Narcis Văran	113
Active Learning: A Condition for Continuous Improvement of Macedonian Institutions Elizabeta Mitreva and Vesna Prodanovska	120
Designing and Implementing an Educational Subsystem as a Component of the House of Quality Elizabeta Mitreva and Vesna Prodanovska	131
Education and Value Gloria Mustățea	140
On the Continuous Education and Training of Teachers Maria Palicica and Codruța Gavrilă	148
E-Learning Implementation in Agricultural Universities Ioana Roman	171
Pedagogy of Freedom: Critical Thinking Ioana Roman	182
Einige Wichtige Regeln für Eine Erfolgreiche Umweltbildung Helena-Maria Sabo	193
Umweltbewusstsein – Ein Moderner Begriff? Helena-Maria Sabo	204
The Need for Achievement: Positive and Negative Issues Elena-Mirela Samfira and Mihaela Beu	210

The Role of the School Counsellor in the Relationship between Parent and Child Elena-Mirela Samfira, Mihaela Beu and Daniela-Georgeta Demenenco	218
Life's Ideal between Possibility and Reality Iasmina-Cecilia Savescu and Maria Palicica	224

Chapter Two: Society in the Context of Globalisation

Fremdsprachenkenntnisse als Voraussetzung für das Funktionieren in der Zeit der Globalisierung Aleksandra Gojkov-Rajić	241
Understanding the Importance of Geography in the Globalised World of the Information Age Ákos Jakobi	249
An Anthropological Approach to the Interaction between Culture and Translation: Pedagogical and Research Implications for Translator Education Ali Mohammadi and Mahmood Yenki Maleki.....	258
Higher School Informational System in the Internet Environment Predrag Prtljaga	279
A Critical View of Peace Education Sara Zamir	291

Chapter Three: Identity, Alterity and Multiculturalism

Cultural Encounters: India and the West Reghina Dascăl.....	301
Repères culturels de la manière de représenter l'espace dans l' <i>habitus</i> de l'ancien village roumain Gheorghe Enache.....	311
Ethnic Animosity and Racism: <i>Bourbonian Lynching</i> vs. <i>Popular Lynching</i> Cristina Gelan.....	321

Language, Religion and Education in an Intercultural Context Aleksandra Maksić	331
List of Contributors	345

LIST OF TABLES

Table 1-1. Average scores and standard deviations calculated according to the method and source used for plagiarizing, divided by population sectors	9
Table 1-2. Rosenberg Scale self-esteem in BUASVM undergraduates.....	91
Table 1-3. Friedman Scale self-esteem in BUASVM undergraduates	92
Table 1-4. Moral development in child, pre-adolescent, and teenager	98
Table 1-5. Significance of scale quota.....	214
Table 1-6. Extreme quotas per sexes	214
Table 1-7. Aspects of life's ideal	229
Table 1-8. Options concerning the possibility of achieving one's life's ideal.....	232
Table 1-9. Choice of a life model among the teachers of the BUASVM in Timișoara (Romania)	232
Table 1-10. Direct life model.....	234
Table 1-11. Indirect life model	234
Table 1-12. Answers concerning future job options	235
Table 1-13. Future job options of the undergraduates of the BUASVM in Timișoara (Roamnia)	236
Table 2-1. The comparison of the conclusions of the second phase of the analysis	285

LIST OF ILLUSTRATIONS

Figure 1-1. Student sample: 66% - girls; 4% - boys	49
Figure 1-2. Main skill factors in communication.....	50
Figure 1-3. Impact of the psycho-social climate on students' creativity ...	51
Figure 1-4. Positive motivation in learning in primary school	52
Figure 1-5. Factors inhibiting or blocking creativity	53
Figure 1-6. The weight of education forms in the individual's life.....	63
Figure 1-7. Balance curriculum, objectives, content, and evaluation	66
Figure 1-8. Objectives in nonformal education	72
Figure 1-9. Friedman Scale self-esteem in BUASVM (Timișoara, Romania) undergraduates	93
Figure 1-10. Extroversion – introversion level in BUASVM (Timișoara, Romania) undergraduates	93
Figure 1-11. Neuroticism – stability level in BUASVM (Timișoara, Romania) undergraduates	94
Figure 1-12. The most numerous cardinal traits of character (%)	101
Figure 1-13. The least numerous cardinal traits of character (%).....	101
Figure 1-14. The most valued traits of character (%)	102
Figure 1-15. The least valued traits of character (%).....	102
Figure 1-16. The most frequent traits of character defining the new generation (%).....	103
Figure 1-17. Institutions playing a decisive role in the moulding of the character (%).....	104
Figure 1-18. Self-characterisation after Spranger (%)	104
Figure 1-19. Motivation level of the subjects	111
Figure 1-20. Gaining additional competences within the companies	126
Figure 1-21. Cooperation with scientific- research, university and other educational institutions in the recent years	128
Figure 1-22. Answers to question 1	149
Figure 1-23. Answers to question 2.....	150
Figure 1-24. Answers to question 3.....	151
Figure 1-25. Answers to question 4.....	152
Figure 1-26. Answers to question 5.....	153
Figure 1-27. Answers to question 6.....	154
Figure 1-28. Answers to question 7.....	155
Figure 1-29. Answers to question 8.....	156

Figure 1-30. Answers to question 9.....	157
Figure 1-31. Answers to question 10.....	158
Figure 1-32. Answers to question 11.....	159
Figure 1-33. Answers to question 12.....	160
Figure 1-34. Answers to question 13.....	161
Figure 1-35. Answers to question 14.....	163
Figure 1-36. Answers to question 15.....	164
Figure 1-37. Answers to question 16.....	166
Figure 1-38. Answers to question 17.....	167
Figure 1-39. Quotas of undergraduates per sexes.....	215
Figure 2-1. Interaction between culture and language.....	259
Figure 2-2. Interaction between culture and translation.....	262
Figure 2-3. Effect of culture on translation.....	262
Figure 2-4. Effect of translation on culture.....	269

FOREWORD

This is a collection of essays dealing with three main aspects of **Social Sciences**: *Educational Theory*, *Society in the Context of Globalisation*, and *Identity, Alterity, and Multiculturalism*.

Educational Theory

The analysis conducted by Lea BARATZ and Roni REINGOLD underscores the controversial issue of academic cheating. The authors believe that, when dealing with educating students, the future educators of our children, cheating takes on added significance with much graver consequences for our society. The current study was aimed to reveal the opinions towards different aspects of cheating: downloading material from the Internet, copying material from books, copying colleagues' work, and to find whether there is a linkage between the various opinions and the cultural backgrounds of the students. There was no negative attitude to cheating or plagiarism. Perforce, a code of ethics must be outlined to deal with the problem. Researcher Viorica BOACĂ sheds into light the issue of group activities in educational classes. The task of educational institutions is more and more complex in rediscovering the child and experimenting with new ways to remodel his/her personality and to organize more successful learning activities. The author believes that a class teacher detains a special, unique position since he/she has to deal with human psychic individualities being trained, hence the need for maximum responsibility from the point of view of his/her behaviour and educational intervention. Natasha BOGOEVSKA and Bojana JOVANOVSKA's essay, pertaining to the field of sociology, tackles the issue of the social protection system and its development in the current Macedonian reform. The system and organization of social protection comprises institutions, measures, forms, and procedures for the enforcement of the social protection rights through laws. The main innovation was the introduction of several principles in the functioning of the plans on public social services, such as: decentralization, deinstitutionalization, and pluralisation. That imposed the need for reorientation of the national social security regime to ensure people's employment, meeting the needs, and social inclusion. The research study carried into effect by Marius-Costel EȘI

deals with the role of educational principles in teaching, learning and evaluating social sciences. The author starts from the vantage point that the mechanism of educational development illustrates a methodological approach of the educational reality. The organization and restructuring of the process of education presupposes value systems aimed at supporting pedagogical experiences accumulated in time. In this sense, the teleological aspect of education illustrates the way in which human personality expresses itself through education. Therefore, educational thought based on relevant experiences accumulated in time includes a dynamics of the main paradigms promoted at social level, dynamics which can be situated in conceptual-pragmatic relativism. Codruța GAVRILĂ's research essay focuses on cultivating creativity in pupils aged 6-11, taking into account all cognitive, characterial, and social factors involved. From this perspective, the teacher does not necessarily have to train designers of original products, but develop cognitive capacities as a ground for the future creative process. The author carried out a research on a sample of 175 pupils attending School Nr. 16 in Timișoara. Data processing pointed out that pupils need to be exposed to as many situations as possible to show spontaneity without inhibition, hence, the importance of the relationship between the teacher and the pupil in stimulating creativity. Gabriela KELEMEN's analysis revolves around pre-school education of children who go through coherent, rigorous instructive-educational activities implemented with observance of specific didactic principles. She believes that the main purpose of education is to develop the entire personality of the child so as to integrate him/her successfully into future school activities. The more numerous the child's intellectual and practice acquisitions, the higher the level of his personality. Consequently, teachers should try to diversify their activities with children inside and outside the institution. Less formal extra-curricular activities offer a diversity of opportunities for children to spend their spare time in a useful way. Marius-Robert LUNGU and Maria LUNGU's essay on John Chrysostom (344-407) point out the recurrence of the subject of education in most of the latter's works, but especially in *On Vainglory and the Right Way for Parents to Bring up their Children*. According to John Chrysostom, the most important element in human education is moral education, and parents are responsible for conveying this type of education to their children. Essential in the education of youngsters is the virtuousness of the educator. His/her uttering and acting upon things must be congruous; otherwise he/she becomes a hypocrite. The essay pertaining to Ana-Maria MATEESCU, focusing on sociology, engages in a comparative study of past and present research designs in socio-cultural influences in forming

the self-concept. The two models that the author reverts to are: first, Hofstede's (1980) ecological analysis representing the sociology of values and, second, Markus and Kitayama's independence and interdependence theory (1991), standing for cross-cultural social psychology. Having as a vantage point the comparative analysis of these major models, the observations of the author underscore the existence of three major errors that often come across forming self-concept researches and bring forth possible solutions for improving the research design in this field. Researchers Alina-Lidia MĂRGHITAN and Lucia ORBULOV focus their examination of emotionality and sociability among teenagers on the monitoring of undergraduates, on the way in which they develop affective maturity, self-esteem and sociability, as well as on the correlations between these dimensions. The authors reach the conjecture that the balance between the three should be paid proper attention. If we focus mainly on one field, it can lead to introspection in studies on personal development, or to excessive introspection in social relationships development, or to excessive involvement in activities. The results of the study will be used in future research on its impact on learning performances. MĂRGHITAN and ORBULOV's latter research study elicits the matter of the relational-volitional side of personality: character. The authors have used this theme as a pretext to re-evaluate the importance of moulding character in teenagers being educated, in which family, school, and society on the whole, on one hand, and the way these impacts act on the tested subjects, on the other hand, are action partners. Most of the tested subjects are teenagers: this is why they focused on a few features of this age which pointed out the most valued of the features of character as well as most negative features. The result underscores the teenagers' own psycho-moral profiles. Petru-Eugen MERGHEȘ, Mihaela PASCU and Narcis VĂRAN's former essay analyses psycho-behavioural elements in lawn tennis, such as motivation, self-confidence, high focusing ability, and self-control. The authors highlight psychological training as the main component of tennis training. Their working hypothesis that self-control is correlated with high levels of performance is put to test in a group of students from the Sport 4 Fun Sports Club in Timișoara (Romania). The aim of structuring a psychological motivational programme targeted at increasing performance is accomplished. In their latter essay, Petru-Eugen MERGHEȘ, Mihaela PASCU and Narcis VĂRAN emphasise the relevance of psychological factors in lawn tennis. The goal of their research is to assess the focus level, self-confidence awareness, as well as the causes of focus failure and lack of self-confidence, with the intent of structuring a psychological motivation programme aimed at increasing performance and success. The

authors contend that the conditions for success in lawn tennis are self-confidence and focus. They apply three tests (Prague attention span test, Labyrinth focus test, and SERP test) in order to confirm their contention. In their former essay, Elizabeta MITREVA and Vesna PRODANOVSKA emphasise the fact that educating the employees within institutions aims to assist them into gaining skills and expertise meant to run business processes in accordance with the demands of the products, services, legal obligations and competitiveness criteria. The goal of Elizabeta MITREVA and Vesna PRODANOVSKA's latter essay is to explore the continuous learning, innovating and improving process within institutions. One of the strategies highlighted in the essay is the new management system of the Total Quality Management, which demands less finance and timing, but might have the same or even stronger effects in the huge equipment investments. Nonetheless, the education of the employees comes with the purpose to gain competences and experience in order to realize every business process in accordance with the requests of the product, services, legal obligations, and competitiveness criteria, as well as with the appointing of the employees' requests. Gloria MUSTĂȚEA proposes a discussion on *education and value* in terms of axiology and pedagogy. One aim of the essay is to reveal that education is based on cultural values which go beyond achievements such as material accumulation and technical professional training. Philosophy is highlighted as the theoretical basis for genuine education by means of cultural values related to the human being and the sense of life. The essay pleads for the improvement of the curriculum, so as to enable students not only to gain insights into the criteria for making choices, to achieve analytical abilities, but also to perceive and create values, as a means of personal fulfilment. Maria PALICICA and Codruța GAVRILĂ's essay on the continuous training of teachers analyses some aspects of the place and role of the teachers in the process of educational reform within social reforms in general. One of the most salient effects of the educational reform is to support the bases of the national system of continuous training of the teachers on the reconfiguration of the initial college training. The essay aims at capturing the teacher's point of view and opportunities in August 2009 and February 2010, when they took part in professional training activities. The questionnaire applied focused on the need for continuous training, the distinction between the main institutional structures involved in the process of continuous training, and the strategies of optimisation of the process. The results bring to light the need to continue the reform of continuous training of the teachers. Ioana ROMAN's essay on the implementation of e-learning in agricultural universities brings forth the

idea that E-Learning destined to the study of agronomic science makes up an efficient way of theoretically and practically instructing students having in view the shaping and development of certain abilities and skills of practical implementation with them. The study aims at highlighting the importance of applying computer-assisted instruction to classes of agronomic profile, as we are living in the era of technologisation and informatisation. Thus, in the view of the author, the fulfilment of a methodology capable of strengthening the act of education *via* computer-assisted instruction has required the utilization of psycho-pedagogic tools. Ioana ROMAN's latter essay examines the issues of freedom and autonomy as prerequisites to developing creativity and epistemological curiosity in young learners. The relationship between authority and freedom is considered indispensable in order to achieve that type of learning which enables students to make decisions and be actively involved in learning. The notion of respect also comes under discussion as a matter of adjusting authority and freedom, while acknowledging that both learner and teacher have limits. In her two essays, Helena-Maria SABO tries to raise awareness regarding environmental education, setting a few rules. She also speaks about the fact that children nowadays depend more on their environment in their development than before, and reminds us that teachers have to acknowledge this fact and rethink their teaching methods so that they take into account the issue of behavioural education and the personality traits of the children as well, alongside with the main focus on passing on their knowledge. Mirela SAMFIRA and Mihaela BEU assess learner motivation and the need for achievement in their essay on the positive and negative issues of the need for achievement. The essay looks at subtler needs perceived subjectively, unlike basic survival needs. Some of the needs which propel people in learning or working pursuits are satisfaction and gratifying tension, which lead to a sense of personal fulfilment. The essay brings to light the dynamogenic factor which refers to the assessment of work by somebody else, according to specific standards, which particularly stimulates the need for achievement in the authors' point of view. Elena-Mirela SAMFIRA, Mihaela BEU and Daniela-Georgeta DEMENENCO's essay focuses on the role of the school counsellor in the relationship between parent and child starting from the fact that adults do not really spend all the time they should with their children. Parents' responsibility is huge. Parents are raw models children follow; they supply children with life conditions, affective safety, and basic education, but this is not enough. Children's future depends on the way parents fulfil their task. The essay on life's ideal between possibility and reality analyzes some aspects of the ideal in life. For this purpose,

Iasmina-Cecilia SAVESCU and Maria PALICICA have conducted a poll among the undergraduates of the Banat University of Agricultural Science and Veterinary Medicine in Timișoara (Romania). The results reveal some of the main aspects of undergraduates' ideals in life: professional, familial, moral, social, aesthetic, etc. The essay also investigates the role of life's model and of the educational model in students' lives, using multilayered samples. The result of the analysis confirms the working hypotheses concerning the preponderance of the professional and familial aspects in a life's mode and the preponderance of the parents' and teachers' model in a life's model.

Society in the Context of Globalisation

In her essay, Aleksandra GOJKOV-RAJIĆ brings forth the idea of globalisation and the fact that we cannot properly function in nowadays society without the knowledge of foreign languages. We need foreign languages not just in our professional life, but also in our spare time, or when we go on vacation, for example. In order to find better ways for foreign language acquisition, linguists and foreign language teachers have been preoccupied by the problem of the optimal starting moment of language acquisition, as well as the issue of the proper teaching method for various age groups. Ákos JAKOBI emphasises, in his essay, that geography education has not only the task to introduce new global theories and local and regional consequences in relation with the changes of the information age into the education, but also the task to implement and apply instruments within the education process to empirically explain what changes are connected to the new directions of geography. In their essay, Ali MOHAMMADI and Mahmood Yenki MALEKI offer an exploration on culture and translation as some of the most prominent and influential variables in human communication. Results reveal the cause and effect interaction between culture and language, cultural influences upon translational discourse, the influences of translations upon human culture, and national identity along time. For these reasons, successful application of language in translation depends on culture, which facilitates teaching, learning, and problem solving resources in the area of translation. Therefore, authorities should reform the pedagogical and practical foundations of human communication and interaction, such as curriculum development, material development, and educational planning. Higher education in the Internet environment is the issue brought under discussion by Predrag PRTLJAGA. The goal of integrating Serbian higher education into the European education frame is asserted especially by means of the

advantages offered by the informational system. The analysis of contemporary tendencies regarding the development of higher education and the pervasive information technologies entails the need to build an informational system. As a consequence, knowledge management and information control are considered the grounds of successful lifelong learning. Sara ZAMIR puts forward a critical view of peace education in an area which currently faces general criticism and disapproval. The source of discontent apparently stems from the actual need to carry theoretical values into practice by transforming the value of peace from a mere “vision” into an actual “way of life”. The author dismisses the main claims proffered by peace-education criticism, namely that peace-education is a form of brainwashing, that it induces guilt, and that it is not practical.

Identity, Alterity and Multiculturalism

Upon her journey of discovery, Reghina DASCĂL gives an account of possible cultural encounters between India and the West. The author’s goal is to approach the captivating emergence of Indian democracy and its resilience despite historical odds, while arguing that it is not merely the result of British influence, but rather of the renowned argumentative tradition of Indian culture. Reasoned debate and dialogue represent the genuine framework of intellectual heterodoxy and tolerance of religious diversity in India, promoting the dialogic mode ever since ancient Buddhist councils. The essay is also a thought-provoking attempt to evaluate the extent to which various cultural developments have benefited India’s women. Gheorghe ENACHE has chosen to consider cultural space representations in the Romanian ancestral village as living space. The way space is organised and perceived brings to light the uniqueness as well as the diversity of world cultures. In the Romanian traditional village, territorialisation is a matter of identity profile, of setting limits within and without, of bordering the village. The essay reconstitutes a certain type of space representation, thus achieving a specific configuration of a small universe. Cristina GELAN’s essay on ethnic animosity and racism is a token of cultural ethnic studies. Two types of racism are identified: the one generating discrimination and the other generating exclusion. The former is based on the premise that the only fair perspective belongs to the dominant race, which imposes a set of criteria universal values. The latter accepts the existence of different criteria, corresponding to a plurality of cultures, while viewing their existence as a threat at the same time. In the context of American sociology, the author analyzes “bourbonian lynching”

and “popular lynching” as modes of utter racial emotion. Aleksandra MAKSIĆ’s essay on language, religion and education in an intercultural context seeks to find answers related to European identity and European culture today. In trying to trace the hereditary patterns of civilization, she asks whether it is based on Greek or Jewish elements. Furthermore, might world culture be based on European ancestry, or is it also Indian, Chinese, Japanese? The author’s answer is that every culture has its own relevance, there being no bigger or smaller culture. Therefore, influences can be divided as hardly as border lines can be drawn at the end of one culture and at the beginning of another one. In this context, the challenge of cultural globalization promotes local stories, interculturality, and multiculturalism.

CHAPTER ONE

EDUCATIONAL THEORY

ATTITUDES OF COLLEGE EDUCATION STUDENTS TO PLAGIARISM: ACADEMIC, MORAL, ETHICAL, AND CULTURAL ASPECTS OF THE ISSUE

LEA BARATZ AND RONI REINGOLD

Introduction

1. The Roots and the Dimensions of the Problem

Cheating at school in general and plagiarism in particular are nothing new. They have preceded the technological revolution by many centuries (Scribner 2003). However, the enormous amount of knowledge available on the web and its very high accessibility through the simple touch of a key on the keyboard of a computer has impacted this problem in such a way that it has reached unmanageable and alarming proportions. It is now being referred to as an epidemic.

If a student enters his business administration school as a liar, he will continue to behave as one even when he enters the public marketplace after graduation. (Harker 2005)

The use of material that is not produced by independent effort and self-study contributes to forming unethical habits that later have wide repercussions not only in the business world, but in the entire value system of our society. Thus it is imperative that the schools develop a more strict and binding code of ethics regulating the professional decision-making process in this area of education. If we act wisely in developing such a code, a moral and ethical system will eventually emerge in our schools and in our students' work habits.

Students are clearly aware of the fact they can attain quick and relatively effortless gains by simply downloading material from the web,

which provides new possibilities for plagiarizing (Zamski 2004; Ross 2005; Underwood & Szabo 2003; Scrinber 2003).

Additionally, the widespread use of the Internet in our daily live has, on one hand, made the problem of plagiarism worse, but on the other hand it has also heightened our awareness of it and the need to investigate it.

The problem is recognized by educational authorities as a threat to the very existence of the institutions of academic studies because it is causing a breakdown of these institutions from the inside (Gallant & Drinan 2006). Scrinber (2003) quotes librarians claiming that the first symptoms of the problem appear as early as elementary school as young pupils copy whole passages word for word from the encyclopaedia into their notebooks and papers. A majority of these students believed that copying homework was morally wrong, but this did not prevent them from carrying on and doing it again (Hashin 2006; Thompson 2006).

2. The Causes of Cheating: Personal and Social Contexts

There is no doubt that the use of the computer in preparing assignments exposes the student to very strong temptations. Lying, copying and plagiarizing had existed before the invention of the Internet, but the temptation to use fraudulent means to attain good grades has been reinforced by the ease of access to the Internet (Mc Murtry 2001). The computer may offer a variety of unprecedented conveniences such as searching for material, downloading, writing messages, conducting a dialogue, and obtaining almost instant feedback on assignments, but it also invites fraud and plagiarizing with the same ease.

However, the computer is only to blame insomuch as it is the most convenient of all instruments that can be used to perpetrate copyright offences. There are several other reasons that may drive students to use fraudulent means to achieve academic success: some are personally motivated, some are rooted in society, some are cultural and some are economic (Hutton 2006).

Zobel & Hamilton (2002) note that cheating is very common at universities. Although university staffs are aware of it, they either avoid addressing the problem or do not do a good job of it. Some lecturers do not receive any guidance on how to deal with cheating. Lecturers must issue a clear warning to the students before meting out any punishment; they should also take into account that a significant number of students (e.g. foreign students) may not be aware that cheating contravenes the values of the university because these students may come from a culture where cheating at school is acceptable. Similarly, Lathrop & Foss (2000)

also note that foreign students studying in the U. S. do not perceive cheating as a grave matter because the learning culture in their native countries is different. Carrol (2002) claims that academic plagiarism is a Western concept, so that plagiarism practiced by non-Western students stems from the way they studied in their countries of origin and from their cultural values (or lack of). In some cases, cheating is a result of the fact that in their homelands they had to learn material from books by heart. They have no idea that studying requires researching material. In other cases (e.g. Chinese students) they would not dare attempt changing the original text out of respect for the author or because they feel they could not possibly improve the text in the least. Lacking the ability to write in what is to them a foreign language (English), they may be afraid of failure. Since many of these students' studies are financed by their families, their governments or some other institution, the idea of failure is just not acceptable. In such cases fear and anxiety may be the leading cause of cheating. Oliphant (2002) concurs with Carrol, who states that in many cases students may be unaware of what constitutes plagiarizing, so they unwittingly do it. They simply lack the knowledge of the rules for quoting from texts.

Hayes & Introna (2005) have conducted several studies on the cultural differences between American and foreign students, and have come up with several interesting insights. For example, in certain countries students do not study at all for a whole semester except for the last three weeks, during which they "cram like crazy". This may explain why students from these countries do not submit routine assignments in their courses. The results of the study also show that after about four weeks such students fall behind in their courses due to the fact that they do not see the need to study seriously from the very beginning of the semester. They fall so far behind that the only way to fill the ensuing gap is by cheating and plagiarizing. Some of these students expect to be spoon-fed by their lecturers since they were never taught the critical skills of connecting and transferring principles and using past knowledge to new learning situations. The transition from material-oriented learning to student-focused learning is extremely difficult for this type of student.

Culture-related plagiarism is only one cause of the problem. Other reasons for cheating may not have anything to do with the student's cultural background, and are not culture-related. Carrol (*Ibidem*) blames cheating on the increasing sizes and the resulting crowding of classes at the universities. This results in an almost total lack of personal contact between the students and the lecturers. Other factors are at work as well. Substituting writing assignments for examinations, the pressure to achieve

high grades, students' inability to manage time properly, the sense of dissatisfaction students experience with courses – all these factors only increase cheating and plagiarism.

In addition to inadequate time management and the motivation to achieve high grades, Oliphant (*Ibidem*) cites the fact that students believe information offered on the Internet is public property, and can be used without acknowledging the sources. Furthermore, it is none other than the lecturers (Freedman 1998) that are responsible for cheating occurring in their courses because they usually do nothing to prevent it and do nothing about it even when they come across it.

Hutton (2006) points out several additional reasons for the students' fraudulent behaviour: first, there is very little chance of getting caught. Even if a student is caught, he is almost never reported for cheating. Secondly, there is no clear-cut definition of honesty as a norm of behaviour. Additionally, the network of relationships that develops among students encourages cheating and makes it easier. Finally, the university administrations have not instituted an apparatus to deal with the problem adequately. They have failed to make clear to their staffs the importance of punishing cheaters. It is not entirely clear what their policy on cheating is, and have not spelled out what penalties students are liable to incur if they cheat. They also have not kept the staff up to date on new and original cheating methods, and have not supplied their staffs with data on specific cases of cheating and the extent of the problem so that the staff could adopt suitable teaching strategies and pedagogical approaches designed to reduce the extent of the problem. Such strategies would include creating closer relationships between the staff and their students, reducing the number of group assignments and stressing individual assignments instead.

Like Freedman, Rothstein-Fisch (2003) holds the lecturers responsible for the students' cheating. In general, lecturers believe that the dominant American value is individualism, while some minority students, such as the Latin-Americans, hold collectivism as the dominant value. Collective effort and mutual help can be significant tools for improving learning, so it is important to train teachers to recognize the fact mutual help does not automatically constitute cheating. It is important to realize what cooperation is and when it turns into plagiarism.

In the context of this survey we set out to examine the students' ethical attitude regarding the issue of plagiarism in their academic assignments. Is there a connection between the students' cultural background and their attitudes on this issue?

3. Marginalized Minority Groups in the Israeli Society

Israeli society is composed of a highly diverse amalgamation of different national, ethnic and religious groups that live side by side, but the Israeli social policy toward the minority groups could hardly be characterized as multicultural.

The most marginalized and discriminated cultural groups are the Bedouins and the Jewish new comers from Ethiopia.

The Bedouins are part of the Arab minority in Israel. The semi-nomadic Bedouins are the indigenous population in the Negev Desert of southern Israel. They inhabited this region for centuries, long before the establishment of the state of Israel in 1948. During the past half century, Israeli governments evacuated the Bedouin from their lands, often settling and resettling them in specific areas and permanent towns that were built for them by the state. In addition to denying them access to their ancestral land, the resettlement of the Bedouins caused an extreme and sudden transition from the traditional semi-nomadic way of life to living in a more urban environment (Reingold 2007).

Currently, over 120,000 Bedouins live in the Negev Desert in Israel with approximately half of this population living in small villages that are not recognized by the Israeli government, and their inhabitants are considered illegal settlers. These villages are not marked on government maps; they lack recognized local governing bodies and receive limited or no governmental services such as schools, running water, sanitation, electricity, roads, and health clinics. The other half of the Bedouin population resides in government-constructed towns in which more local services are available. However, the economic and educational infrastructure in these towns is inadequate to deal with the needs of the population, which results in poverty and high unemployment (*Ibidem*).

Ethiopian Jews immigrated to the country in two great waves: the first one occurred in 1984-1985 and the second occurred in 1991 (Ben Ezer 1992). Today the population is about 120,000 people. The immigrants came from a collective-oriented, religious, traditionally patriarchal and ethnic-communal society characterized by authoritarianism. Children were expected to behave modestly, politely and obediently toward adults (Shitreet & Maslovty 2002). The Ethiopian Jews' encounter with the Israeli experience exposed them to various social, cultural and technological phenomena with which they had never dealt before. They met white, non-religious Jews for the first time in their lives. They were required to deal with a different approach to the concept of family and the power relationship within it. They had to deal with freedom of choice,

which was almost non-existent in Ethiopia. They had to deal with new technologies they had never seen before (even something as a simple gas range for the kitchen) and with a new way of life from what they had known in the past (Corinaldi 1998; Weil 1998). This sharp cultural change brought on a crisis of major proportions in their absorption into the life of the country in all realms. The immigrants were compelled to give up the old familial, religious, economic and social system that had lived by for many generations and to quickly adopt strange new values and ways of behaviour accepted in Israeli society (Lichtentreet 1995). One painful result of this crisis is the great number of alienated young Ethiopian Jews that have dropped out of school, turning to drinking, vagrancy and crime (Naftali 1994).

Method

For the purpose of conducting this research, two hundred college students from different cultural backgrounds were selected: 40 Arab students, 135 Jewish students and 25 Jewish new comers from Ethiopia (according to their relative representation in the college). They were handed a questionnaire that presented them with three different activities involving cheating and plagiarism: word for word copying of entire texts, paraphrasing, or cutting and pasting. In each of these three activities, the students were presented with three potential sources of information: the web, books, or a colleague. For each case the students were asked to consider 3 choices and then respond by choosing one answer. The questions were as follows: did the student

- Violate a copyright;
- Commit a criminal offence;
- Commit a moral offence.

They had to choose their answer on a 1 to 6 scale using Likhert scale questionnaire. After compiling the data, we processed it by using Excel and SPSS. The three questions were attached to every category of plagiarism.

The average scores of every respondent's answers were calculated in every category. The average scored by the respondent is based on the three questions asked about every category of cheating. Scheffe post-hoc tests were used to check which sectors caused the differences.

Results

The analysis of the significance of the differences among the various sectors of the population was carried out by means of an analysis of the variables. The independent variable is the student population sector, which was subdivided into three: veteran Jewish residents, Bedouins, and Ethiopian Jews. The dependent variable was the method used in cheating (the total index), and every one of the questions separately.

The analysis of the significance of the differences among the various sectors shows that there is a significant difference between the Jewish sector and the Bedouins in coping from the web word for word, ($F_{(2,199)} = 10.41$, $P < .01$) Cutting and pasting, ($F_{(2,195)} = 4.70$, $P < .05$) and paraphrasing ($F_{(2,197)} = 4.56$, $P < .05$). There wasn't any significant difference while coping from a friend. There was a significant difference while copying from a book between Veteran Jewish residents, Bedouins, and Ethiopian ($F_{(2,193)} = 7.13$, $P < .01$). There wasn't any difference between the groups in the matter of cutting and pasting or paraphrasing (Table 1-1).

Table 1-1. Average scores and standard deviations calculated according to the method and source used for plagiarizing, divided by population sectors

	Ethiopian Jewish Sector			Bedouin Sector			Veteran Jewish Sector		
	Plagiarizing method			Plagiarizing method			Plagiarizing method		
	Cutting and pasting	Download / copying	Paraphrasing	Cutting and pasting	Download / copying	Paraphrasing	Cutting and pasting	Download / copying	Paraphrasing
Copying from the web	3.35 (1.04)	3.25 (1.03)	3.92 (1.11)	3.20 (0.85)	3.72 (0.73)	3.43 (0.83)	3.79 (1.26)	4.50 (1.02)	4.01 (1.15)
Copying from a colleague	3.76 (1.06)	3.89 (1.28)	3.95 (1.14)	3.35 (0.78)	3.63 (0.86)	3.40 (0.83)	3.84 (1.28)	3.96 (1.22)	3.73 (1.11)
Copying from a book	3.61 (1.12)	3.57 (1.26)	3.59 (1.20)	3.32 (0.89)	3.60 (0.74)	3.41 (0.77)	3.67 (1.47)	4.26 (1.27)	3.90 (1.36)

Concerning plagiarizing methods, the veteran Jewish sector expressed a more negative opinion than either the Bedouin or Ethiopian Jewish students. The students from the veteran Jewish sector considered plagiarizing a negative behaviour. The only exception to this attitude was

paraphrasing colleagues' work. The most negative opinion in this category was expressed by the Ethiopian Jewish students.

When checking which plagiarizing method is considered the most positive (or the least negative) according to our sector subdivision, we find significant differences of opinion: the veteran Jewish sector considers downloading from the web as the worst kind of cheating (4.50), but consider cutting and pasting from books as positive (3.67). Similarly, the students from the Bedouin sector consider downloading as the worst kind of plagiarizing (3.72), but they consider cutting and pasting from the web as the most positive (3.20). The Ethiopian Jewish sector shows a totally different picture: they consider paraphrasing a colleague's work as the most severe instance of plagiarism (3.95). As already mentioned, this question is the only one about which Ethiopian Jewish opinion is more negative than that of the veteran Jewish sector. In sharp contrast to the veteran Jewish population and the Bedouin sector, the Ethiopian Jewish students regard downloading from the web as the least negative form of plagiarism.

Discussion

Our research was done in a big college whose students are intended to become teachers. The hypothesis was that plagiarism is a conscious behaviour and the students will deny such a way of acting.

Our research reveals that there wasn't a negative attitude to the subject. Cheating during the process of learning, coping in any way, cut and paste, copy from a friend or copy from a book without giving credits are acceptable. Analyzing students' opinions on the sources used to plagiarize; we find students think copying from a colleague is a more negative behaviour than the traditional copying material from books or periodicals, or downloading from the web. However, they do not see much of a difference between the last two sources, but since downloading is easier, the latter may be more common. From the results we can learn that they do not understand the correct meaning of cheating or plagiarizing. They think it is immoral to copy but nothing to do with criminal offence.

The analysis of the issue of moral offences in our survey shows median values, but higher than the values concerning the question of accountability. Plagiarism is considered a moral offence by all students, but there is a qualitative difference between how the students relate to morality and legality. Immoral behaviour is considered qualitatively more objectionable than illegal behaviour. The individual may feel a need, and even a duty, to act in a certain fashion because he may believe it to be worth it, because it