ACADEMIC DISHONESTY

Implications on Educated Youth and Call for Policy Action

Rubab Syed

June 2020
# Acronyms

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AIOU</td>
<td>Allama Iqbal Open University</td>
</tr>
<tr>
<td>COMSATS</td>
<td>Commission on Science &amp; Technology for Sustainable Development in the South</td>
</tr>
<tr>
<td>CUST</td>
<td>Capital University of Science and Technology</td>
</tr>
<tr>
<td>FGDs</td>
<td>Focus Group Discussions</td>
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<tr>
<td>FJWU</td>
<td>Fatima Jinnah Women University</td>
</tr>
<tr>
<td>HEC</td>
<td>Higher Education Commission</td>
</tr>
<tr>
<td>HoD</td>
<td>Head of Department</td>
</tr>
<tr>
<td>KIIIs</td>
<td>Key Informant Interviews</td>
</tr>
<tr>
<td>NDU</td>
<td>National Defense University</td>
</tr>
<tr>
<td>NUML</td>
<td>National University of Modern Languages</td>
</tr>
<tr>
<td>NUST</td>
<td>National University of Science and Technology</td>
</tr>
<tr>
<td>PAWS</td>
<td>Paid Academic Writing Services</td>
</tr>
<tr>
<td>PIDE</td>
<td>Pakistan Institute of Development Economics</td>
</tr>
<tr>
<td>PIEAS</td>
<td>Pakistan Institute of Engineering and Applied Sciences</td>
</tr>
</tbody>
</table>
Abstract

The study aims to highlight the dishonest practices committed by students and writing service providers. It may be referred to the students, who are enrolled in educational institutes, but are actually not getting academic tasks done by themselves. Evidences reveal that Paid Academic Writing Services (PAWS)\(^1\) are hired for writing assignments, research papers and theses by formally enrolled students/researchers. Findings of the study show that students pay certain amount of money to such companies, which further hire “ghostwriters”\(^2\) on behalf of the enrolled students. Lack of studies, language barrier, and lack of academic ethics and laziness are some of the factors that compel students to avail such services. However, those who provide such service are mainly attracted towards such practices due to unemployment. This trend of PAWS, according to the respondents, if not stopped, may intellectually paralyze the students who can otherwise play a vital role in the nation-building process. The study suggests to bring PAWS under criminal act. It also suggests to make revolutionary changes in curriculum and methods of teaching and focus on creative writing at primary level.

**Keywords:** Paid Writing, Thesis, Research Papers, HEC, Ghostwriters

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\(^1\) PAWS refer to the practices in which authors or students appoint professional writers to produce scholarly work (including research papers, university assignments, research reports, and so on) with a predefined style. (Samiullah Sarwar, 2018)

\(^2\) Collins dictionary definition: A ghostwriter is someone who writes a book or other published work instead of the person who is named as the author. ([https://www.collinsdictionary.com/dictionary/english/ghost-writer](https://www.collinsdictionary.com/dictionary/english/ghost-writer))
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Error! Bookmark not defined.
1. Introduction

Since education is a vital ingredient in the nation-building process, an educated youth builds up a strong foundation for the prosperous future of a nation. If population of a state remains illiterate, its effect on the nation-building is obvious, traceable and tangible. However, it is much more apprehensive if the population is quantitatively educated (that number of graduates, postgraduates and PhDs³ are increasing), but qualitatively lacks intellectual and analytical capacity needed for nation-building. The trend of exploiting education system is far more worrisome and condemnable than that of not getting education at all; because uneducated people can be easily identified whereas the ones, who get degrees but lack characteristics of an educated person, are difficult to be traced, and rectified. Robinson and Saraladevi (2017) define degree as:

“A degree that we get at the end of the educational career represents the developmental process which takes place on an individual as a result of his exposure and interaction with people and other stimuli in his/her environment. As a result of this interaction, the individual acquires a store of knowledge as well as attitudes, appreciations, skills, thoughts and processes which enable him to utilize his knowledge and prepare him to live in the society.”

This study, therefore, brings into consideration the very problem of academic dishonesty; where students are enrolled in educational institutes, but are actually not getting academic tasks done by themselves. They hire ‘ghostwriters’ to produce their assignments, projects and thesis. These ghostwriters are not hired directly, but through some writing agencies. The students pay certain amount to these agencies to hire “ghostwriters”, who conduct research on behalf of the students. This trend, if not stopped, may intellectually paralyze our educated youth, which is otherwise considered the backbone of a nation. Therefore, considering the increasing trend of PAWS, the study enquires about the following research questions:

➢ What is the motivation behind students’ inclination towards hiring people to get their academic tasks done?
➢ What are the possible consequences and implication of PAWS for the educated youth and researchers in the overall nation-building process?
➢ What policy actions need to be taken in order to curb this trend that is hampering our educated youth intellectually?

2. Methodology

The study is exploratory in nature and opts for mixed method approach, dealing with both primary and secondary data sources. The primary data sources involve both qualitative and quantitative methods of research. The qualitative data sources include Key Informant Interviews (KIs)⁴. Quantitative data has been collected preparing questionnaire having closed-ended questions to measure students’ awareness about PAWS, perception about academic dishonesty and their attitude towards it. Data was collected from 16 randomly selected universities of the twin cities of Rawalpindi and Islamabad and a total of 160 students were approached, based on quota sampling (10 students from each university). Secondary data sources include research articles. The quantitative data was analyzed using Statistical Package for Social Sciences (SPSS) and is presented in the form of tables and graphs. The qualitative data was analyzed according to the emerging themes, i.e.

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³ According to Pakistan Education Statistic (2016-17), a total postgraduate enrolment in the universities is 1.463 million, [http://library.aepam.edu.pk/Books/Pakistan%20Education%20Statistics%202016-17.pdf](http://library.aepam.edu.pk/Books/Pakistan%20Education%20Statistics%202016-17.pdf)

⁴ List of the interviewees is given as annexure I
awareness of PAWS, motivating factors for using PAWS and giving PAWS its implications on educated youth and the nation-building process, exemplary punishment, and role of Higher Education Commission (HEC) in this regard, needful policy actions, etc. Both qualitative and quantitative data was then synthesized in the form of discussion.

3. Literature Review

In academia, PAWS refers to a practice in which authors or students hire professional writers to produce scholarly work (including research papers, university assignments, research reports, theses, etc.) using a predefined style (Sarwar, 2018). No writing credit is given to the ghostwriter. Some students act as ghostwriters to produce work as a token of favour (Curtis 2011).

According to Zheng et al. (2015), there are three kinds of target consumers who seek this service: “the English-as-second-language student; the hopelessly deficient student; and the lazy rich kid.” These students have intense pressure with homework or are unwilling (or unable) to spend a lot of time on it (ibid). Ghostwriting is an ethical issue and also affects others. We can say that students who hire ghostwriters lie to themselves with fake works and also lie to others by building a fake image (ibid). Ghostwriters and students/researchers find common grounds to make sure that their work is unique and undetectable by the authorities, which makes it even disturbing for universities and threat to academic reliability and standards (Lines 2016).

Generally, moral judgment and honesty are not related, but higher levels of cheating behaviour are related to intellectual dishonesty. This “cheating behaviour” can be of various kinds. It can be using someone’s work without mentioning the source or the authorship (Robinson 2017). Keeping the author from giving authorsip can be with or without consent of the author. But, what is more worrying form of intellectual dishonesty is the one in which the author signs a contract of giving away his/her ownership of the knowledge produced by him/her and sells it for money. Surprisingly, ghostwriting is becoming more popular in recent years, both for speeches and research articles (Zheng 2015). They are being hired by students or researchers through the agencies which provide Paid Academic Writing Services to help them get degrees, which further help them win subsequent jobs.

4. Results and Findings

This section deals with the quantitative and qualitative data demonstration. It first analyzes quantitative data by using Statistical Package for Social Sciences (SPSS) and is presented in the forms of tables and charts. However, qualitative data was analyzed by dividing the questions according to the emerging themes. In the later part of this section, a synthesis of quantitative and qualitative data is presented in discussion, following the conclusions derived from these findings.

4.1. Demonstration of Quantitative Data:

A survey is being carried out to capture the awareness, attitude and perception of students about the Paid Academic Writing Services (PAWS). The students were randomly selected from 16 randomly selected universities of Rawalpindi and Islamabad. The table 1 shows the frequency and percentage of respondents in terms of their current educational status and occupation.

<table>
<thead>
<tr>
<th>Observation</th>
</tr>
</thead>
<tbody>
<tr>
<td>It was observed that the response to the question about students’ personal experience with PAWS was biased and didn’t support the hypothesis. This is because the question was direct and students didn’t feel comfortable answering it honestly. When asked indirectly (if they know anyone’s experience with PAWS), they had plenty of instances to share.</td>
</tr>
</tbody>
</table>
Equal proportion of students, i.e. 10 students from each university and a total of 160 students were selected for the survey. The selected students included undergraduates, postgraduates and PhDs, both employed and unemployed.

Table 1: Sample summary

<table>
<thead>
<tr>
<th>No. of students</th>
<th>Educational status</th>
<th>Occupation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Undergraduate</td>
<td>Postgraduate</td>
</tr>
<tr>
<td>160</td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>84</td>
<td>52.5</td>
<td></td>
</tr>
</tbody>
</table>

Table 2 demonstrates students’ information about and experience with PAWS. It shows that more than 83% of the respondents did know about PAWS but when asked about them being approached by any organization or individual for PAWS, about 17.6% of them were being approached by organizations to get the academic work done for other students and researchers (box 1). However, about 46% of them knew somebody who did research work for other students and researchers. It is important to note that in both inquisitions about their own experience or experience of somebody they know; about 10% of respondents didn’t want to answer the question.

Table 2: Awareness and Experience with PAWS

<table>
<thead>
<tr>
<th>Awareness about PAWS</th>
<th>Have you ever approached by any organization for PAWS?</th>
<th>Do you know anyone who was approached for PAWS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Response</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Yes</td>
<td>83.6</td>
<td>17.6</td>
</tr>
<tr>
<td>No</td>
<td>14.5</td>
<td>72.3</td>
</tr>
<tr>
<td>No answer</td>
<td>1.9</td>
<td>10.1</td>
</tr>
<tr>
<td>Total</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 3: Perception about PAWS

| Do you think it is “academic dishonesty” to hire people for academic paid writing services on behalf of other students or researchers? |
|---|---|---|
| Response | Frequency | Percentage |
| Yes       | 127 | 79.9 |
| No        | 22  | 13.8 |
| No answer | 10  | 6.3  |
| Total     | 160 | 100.0 |

Upon capturing their perception about PAWS (table 3), students were asked if they think of PAWS as an academic dishonesty. Interestingly, about 80% of respondents thought it to be sheer dishonesty whereas about 13.8% of the respondents thought otherwise. However, 10% of the respondents didn’t answer the question.

Out of the aforementioned 13.8% of the respondents, who thought of PAWS as anything but academic dishonesty, the following graph 1 shows that majority (39.1%) of the respondents thought it to be a past-time earning opportunity, while some other (34.8 %) perceived PAWS as an opportunity to help students...
and researchers with their research work. However, 26.1% of the respondents thought that people offer such services in order to improve their own writing skills by practicing it on other’s work.

**Graph 1: Perception about PAWS**

The graph 2 elucidates students’ perception of what might be the motivating factors for students to hire people for PAWS. It was recorded that most of the respondents were of the opinion that students are inclined towards PAWS merely for avoiding the hazards of the writing and find it an easy shortcut to pay someone to bear the hazards for them. Another 20.8% of students pointed out the inability of students to write/bad writing skills as a reason to go for PAWS. 17.8% thought that students want to make sure that their research work is of good quality so they have to seek help from other people. Whereas, for some 12% of the respondents since students can afford to hire somebody for their academic work done, so they simply don’t bother doing it on their own, despite having skills.

**Graph 2: Motivation factors for hiring**

For those who are being hired by the students and researchers; the service providers, the most dominating motivation was money; more than half of the respondents thought that people get indulged in PAWS because they need money.
When it comes to the students’ perception about impact of PAWS on educated youth in the nation-building process, 24.7% respondents feared that the academic dishonesty would hamper students’ ability to improve their research skills. A significant number (23.8%) of students thought that this way of getting academic tasks done would increase number of graduates without qualifying for the degree. In this manner, quantity of educated youth would increase while quality of youth would decrease. However, according to 14.6% of students, PAWS would stop their cognitive ability and some others had reservation over PAWS to make students dishonest, whereas, same percentage (13.4%) doubted it to make students lazy.
5. Discussion
The study examines Paid Academic Services (PAWS) through the lens of Academic Dishonesty, arguing that this is getting momentum in Pakistan. Some of the findings of the quantitative data doesn’t directly support the argument that most of university students are indulged in PAWS, as only 17.6% students agreed that they were approached by PAWS whereas rest of the quantitative and qualitative data do support the argument. The reason of non-supportive data was the direct question, i.e. “Have you ever been approached by any organization for paid academic writing services in which you would not be given authorship?"

The direct question might be targeting the students who hesitate to give honest response. When asked indirectly, if they know anyone being approached for PAWS, more than 45% of the respondents nodded.

About 80% of the students, the entire faculty and the representative of Higher Education Commission agreed to the notion that it is merely an academic dishonesty to get your academic tasks done by somebody else. They said the number is huge but it is very difficult to catch both the service provider and service receiver, as they keep their identities hidden. According to one of the professors interviewed:

“It is the worst form of dishonesty as the initiators are highly qualified persons. Although, there are always rent seekers in every system, however, general acceptability of a wrong trend is what worries more.”

According to some other common responses, “It’s totally against ethics and must be discouraged,” “Extremely negative trend”; “It is like selling knowledge for money”; “Sheer corruption in education system”; “it is professional, ethical and intellectual dishonesty”.

Students were of the opinion that one of the major motivating factors of getting involved in such activities is money, however, according to faculty members, “even if the service providers would be employed, they would still go for such intellectually dishonest activity because of their greed for more money”. Instead, they thought, the major reason for students getting such service is the language barrier. They thought:

“Students from interior Sindh, Balochistan, Khyber Pakhtunkhwa and other remote areas of the country don’t have command over English language and their writing skills are not honed, so in order to keep pace with the education system in the Punjab, they tend to opt for such dishonest means.”
One of the common observations of the university faculty members was that students these days are less concerned about knowledge; rather they are least interested in it. The only thing that they are interested in is good grades, as one of the research supervisors said:

“Students are ready to do anything just to secure good grades so that they can grab good jobs.” Similarly, another one commented that “there are very few who believe in values and if two or three generations come with the same practices, we will face stagnation in development.”

Another reason for students to avail PAWS, mentioned by some of the faculty members, was the part-time jobs of students along with their studies. One of the professors said:

“The basic aim of our youths is to get jobs, and not knowledge. Once they get jobs before completing studies, assignments and thesis become useless for them. What is valuable for them is the piece of paper, which we call degree.”

It was argued by some of the professors that the criteria set by HEC for their promotion is really tough. According to them, it is difficult to produce the number of publications required in a certain period of time while fulfilling teaching and other administrative responsibilities. Therefore, professors, either take help from students to do research on their behalf or get PAWS. Even if they somehow manage to produce some research on their own, they simply get it published by paying money to publishing agencies without quality assurance. So, they demanded HEC to revise its policy; according to them, teachers can’t give more time to research. However, few others didn’t agree with the aforementioned argument and called it mere excuse. They were of the view that a professor has to be multitasking enough. Universities need to produce researchers, if teachers would not be involved in research themselves, they would never be able to teach research to their students.

Indulgence of our educated youth in such intellectually dishonest activities has two-way effect on nation-building, said the representative of HEC; firstly, “it pumps incompetent people in the society (they continue to pursue their motives in the similar fashion later in their lives as well). Secondly and most importantly, this trend discourages the research minds. Hence, the trust in the system erodes. He added:

“The general atmosphere of corruption at national level feed this behavior, i.e. to adopt all the possible means to achieve one’s goals, which might not be his/her dream. Sense of nationhood has disappeared because there is no focus on nation-building.”

Upon asking about the exemplary punishment for such cases, if caught, 34.5% students suggested rejecting the research work of such students. Similarly, suggestions from professors and research supervisors of different universities were emerged in variant degrees; some of them stayed quite lenient about suggesting punishment for PAWS cases and said that students should be given time to revise and resubmit their work.

**Box 3: Instances of PAWS quoted by interviewees**

- “I have a close friend, who has done Shariah-in-law, and writes thesis for MS students. Even the serving judges hire him to write their thesis.”
- “Even well-reputed PhD scholars, who are currently holding very positions, had hired people for their PhD thesis. Because either they don’t have time to do that or don’t have good writing skills. Taking advantage of their status, such high-ranking people find people with excellent writing skills.
- “One of my students submitted her assignment with two different writing styles. I rejected one of her assignment. The student told me that the assignment accepted by me was written by her sister.
- “One of my students told me that she has not done any research but she has written a lot of theses. She asked me to provide intellectual services for which I will be paid for.”
- “During my masters, I lost my assignment. Three days later, my class fellow gave it to me. After investigation, I found that she picked up my assignment and copied it.”
before taking any swear step as that of canceling their work whereas many of them took extreme stance saying: “Their entire previous work gets doubtful, so it should not be considered for their profile; they should be banned for any government jobs; details of such students or researchers should be shared on university/HEC website and their pictures should be pasted on notice boards of universities; thesis of students should be instantly cancelled.”

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### Box 4: Case Studies

Statements of two significant cases are reported here, but their names of institutions are kept anonymous:

**ONE:** “I was called for a job interview for the writer’s position at a writing agency. At that time, I didn’t have a clue what writing agencies meant for? I gave a written test and then interviewed by a panel of two persons. Among other questions, I was also asked about the motivation for this job. I answered earnestly that I want to be a writer and get my work published. On this, one of the panelists said: ‘you would definitely be writing and your written work would be published too, but not with your name, rather students and researchers would pay you for their work that you would be doing and they would submit that work as their assignments and theses to their respective universities and for subsequent publications’. I was literally taken aback thinking that if I would be using my intellect for formally enrolled student and researchers, what would they be doing instead? What would they be learning having their academic work done by others? I listened to my conscience and refused the job instantly.”

**TWO:** “Few months back one of the PhD students from a well-reputed university asked me if I could arrange somebody to write the PhD thesis for his friend. He said his friend has completed his course work and comprehensive exams, but due to some commitments he is unable to take out time for thesis. I found it really bad but instead of snubbing him I started digging the issue. I asked more and more questions about topic, sample size, payment, etc. Contrary to my expectations, even the topic of the thesis was not decided. He offered me Rs 2 to 2.5 lakh for this. After getting all the details I, very humbly, told him that what his friend is doing is mere cheating. But he, instead of getting embarrassed, started using abusive language. I just blocked his number and never replied. I still have his messages in my mobile phone which can be shared, if needed.”

**Note:** Annex III comprises screenshots of the conversation for reference. However, the abusive language used during the conversation has been deleted and name of the person has not been added deliberately.
6. Conclusion
The study finds a number of university students involved in academic dishonesty through PAWS in the twin cities of Rawalpindi and Islamabad. From the perspective of the students, PAWS provide an easy way to them, who look for shortcuts to get their academic tasks done on time. However, another major chunk of the respondent students was of the view that students lack good research and writing skills which compel them to seek someone’s help. Notwithstanding, professors and research supervisors pointed out that students have no value for knowledge. They run after grades through whatever means available. Therefore, it is necessary to inculcate the value of learning among students to get them realize that their study is important and they should have a true recognition of learning because learning is the key to success rather than having excellent grades. Instead of using wrong way to earn good grades, it should be achieved through hard work. This realization cannot be achieved without scrutinizing policies of universities and earnest role played by professors and research supervisors. Teachers should closely monitor the progress of students, deliver lectures and engage them in discussions and debates on topics concerning morality. Supervisors should make sure that students fully understand the qualitative and quantitative research methodologies, and internalize the code of conduct, and ethical considerations in research.

7. Policy Recommendations
Acknowledging the significance of education and its direct effects on the nation-building process and considering the enormity of the trend of PAWS among students, following initiatives are suggested on institutional as well as policy level.

Prompt actions

- Identification of the demand side (students or researchers) that get these services would be near to impossible but the supply side (academic writing agencies; also mentioned in annex 2) should be held accountable and punished.
- Universities need to highlight the issue and come up with policy measures against PAWS.
- Higher Education Commission (HEC) has no policy against PAWS. Moreover, HEC’s definition of academic dishonesty doesn’t cater for PAWS. Therefore, universities should endorse HEC to revise their definition to encompass PAWS and to make policies against it.
- HEC should bring PAWS under criminal act and propose punishment for the ones committing such practices.

Mid-term actions

- Students, especially from underdevelopment regions of the country (interior Sindh and Balochistan) should be given trainings on English language writing and speaking skills or let them produce their research work in their own regional languages so that they could better articulate their thoughts.
- Research methodology should be part of the syllabus right after the primary school level so that students might understand research ethics and hone their research skills.
- Teachers should encourage students to have grasp of the concepts rather than rote learning.
- There must be a single syllabus throughout the country so that the students from underdeveloped areas coming to get admission in developed ones could follow the pace of education system.
- Political leaders should be bound to send their kids to the government schools. This would maintain and improve the standards of government schools.
Long-term Actions

- Currently, education is seen to be means of certification that would lead to better jobs. However, if education doesn’t play its role in creating cognitive and non-cognitive skills in students, it would not be producing better minds and would ultimately hamper nation-building process. This needs to be changed.
- Creative learning process should be started from the primary schools. Children should be encouraged to write their daily activity diaries, and read bed-time stories and poems. Literature should be the compulsory subject at secondary and higher secondary school level.
- Only those students should be encouraged to get admission at university level, who have contributed to newspapers, school/college magazines, journals, etc.
References
Curtis, J and Popal, R 2011, 'An Examination of the factors related to plagiarism and a five-years follow-up of plagiarism at an Australian University', *International Journal for Education Integrity*, June, vol. 7, no. 1, pp. 30-42, viewed 30 March 2020
https://www.researchgate.net/publication/268805022_An_examination_of_factors_related_to_plagiarism_and_a_five-year_follow-up_of_plagiarism_at_an_Australian_university


Annexures

Annex. I: List of interviewees

1.1. List of universities from where students were interviewed

- Air University
- Bahria University
- COMSATS
- CUST
- Fatima Jinnah Women University
- Federal Urdu University
- Foundation University
- International Islamic University
- IQRA University
- National Defense University (NDU)
- National University of Modern Languages (NUML)
- National University of Sciences and Technology (NUST)
- Pakistan Institute of Development Economics (PIDE)
- Pakistan Institute of Engineering and Applied Sciences (PIEAS)
- Quaid-e-Azam University
- Riphah International University

1.2. List of universities from where PhD teachers, and research supervisors were interviewed

- NUST
- PIDE
- Bahria University
- Iqra University
- NDU
- AOU
- Air University
- COMSATS
- PIEAS
- FJWU
- Quaid-e-Azam University
- International Islamic University

1.3. Representative from HEC (1)

1.4. Educationist and Policy analyst (1)
Annex II: Screenshots of the advertisements for Paid Academic Writing Services (PAWS)

Advertisement 1

Advertisement 2
Academic Writer

Multiple Cities, Pakistan

Posted Aug 23, 2018 352 Views Report job

PKR. 30,000 - 40,000/Month

Apply Save

Job Description

- Experienced academic writers needed for academic essays, assignments, and dissertations.
- Must have knowledge of APA and MLA Referencing Style.
- Must be able to write flawlessly with accurate sentence structure, grammar, and spellings.
- We have a strict policy for plagiarism.
- Must be able to handle Masters and Ph.D. assignments and Dissertations.

Note: This is an office based job and only serious candidates should apply.

Advertisement 3

Academic Writing

Apply Now

We are looking for freelance academic writer to join our team on Freelancing basis.
The writers shall be responsible to complete the academic assignment on daily basis.
All the communication shall be via Email/WhatsApp.
We have multiple positions and beginners are also encouraged to apply.

Required Qualification

University students, graduates, undergraduates

Required Skills

Our ideal candidates must have following skills.
1. Should be available on daily basis
2. Good English writing skills
3. Can manage up to 2000 words a day
4. Should adhere to the given deadlines
5. Should be willing to work on weekends
Academic writers required urgently
Proexperts - Islamabad

This job posting is no longer available on Indeed.

Related searches:

Academic writers required urgently jobs in Islamabad
Proexperts jobs in Islamabad

Proexperts is an online platform providing all sorts of writing services and we are currently in need of expert writers for our academic writing section. We need people who have experience in academic writing mainly in research papers, thesis and proposal writing. Individuals having university degree in Philosophy, literature, psychology, management, political science, Statistics and International relations are preferred. Experience is preferable but individuals who have good subject command and have good writing skills can also apply. All applicants must have good English writing skills and must be aware of referencing styles such as APA, MLA, Harvard, Chicago etc.

Job Types: Full-time, Contract
Salary: Rs35,000.00 to Rs45,000.00/month
Experience:

Advertisement 5

Academic Writers
Ace your assignment - Rawalpindi
Rs 15,000 - Rs 60,000 ± month
Talented Academic (IT and Law) Writers (both experienced and fresh) are encouraged to apply on Pay per Word basis. An ideal candidate must have:
Proficient English Writing skills.
Basic knowledge of referencing styles
14/7 Internet connectivity.
Self-discipline to manage stringent deadlines.
This is a Pay per Word job hence full-time and part-time applications are both encouraged, the more you will write, the more you will earn.
Job Type: Part-time
Salary: Rs15,000.00 to Rs60,000.00/month

Advertisement 6
Annex III: Screenshots of the conversation mentioned in Case 2
Annex IV: Quantitative Questions

Name…………………………………………………………………………………………………………………..

Age……………………………………………………………………………………………………...

Occupation…………………………………………………………………………………………………

Educational status……………………………………………………………………………………………

Department/Research Area ……………………………………………………………………………

University/Institute…………………………………………………………………………………………

Contact…………………………………………………………………………………………………………

Email………………………………………………………………………………………………………………

Questions:

1. Have you ever heard about the trend of hiring people to get academic paid writing services, such as writing assignments, projects, thesis, articles etc.?  
   - Yes
   - No
   - No answer

2. If yes, have you ever approached by any organization for academic paid writing services in which you would not be given authorship?  
   - Yes
   - No
   - No answer

3. If no, do you know anyone who was approached or is doing such academic work on behalf of students or researchers?  
   - Yes
   - No
   - No answer

4. Do you think it is “intellectual dishonesty” to hire people for academic paid writing services on behalf of other students or researchers?  
   - Yes
   - No
   - No answer

5. If no, how would categorize such academic work where one is not being given authorship?  
   - Mentoring
   - To help students and researchers
   - Part-time income generated activity
• Improving writing skills

Any other:


6. In your opinion what are the motivating factors of hiring minds/people on payment among students/researchers for such academic writings?
• Affordability
• Inability to write/Bad writing skills
• Over worked with many assignments
• To ensure quality of work
• Easy shortcut
• Busy in part-time jobs

Any other:


7. In your opinion what are the motivating factors of being hired for academic writings on behalf of others?
• Money
• To improve research writing skills
• Research experience
• To help students/researchers
• Opportunity of co-authorship

Any other:


8. In your opinion what impact would such intellectually dishonest activities make on the struggle for nation-building? And how?
• Getting degree without qualifying skills
• Make the students lazy
• Stop cognitive progress
• Students unable to improve research skills
• Make the students dishonest
• Effects quality of research
Any other:

How:

9. What role can teachers/research supervisors play in this regard? (multiple answers)
   - Put less/manageable burden on students/researchers
   - Develop moral values in students
   - Develop critical thinking
   - Provide best guidance
   - Develop individual sense of responsibility
   - Viva should be taken in an extensive manner
   - Quality research guidance
Any other:

10. What role should educational institutions, like HEC, university administration, Senate play in controlling such dishonest activities?
    - Blacklist the organizations which are providing such services;
    - Blacklist the individual who takes the services;
    - Blacklist both the service provider and service taker.
Any other:

11. What role do you think should be played by parents in character-building of students so that they never indulge in such activities?
    - Develop moral values in their child
    - Help them cope with the challenging tasks
    - Stop their child from such activities
    - Keep helping child to get unburdened of assignments
Any other:
12. What betterment in our education system should be made in order to scrutinize the academic processes to discourage and stop such activities?
   - Pre-viva written test on the subject
   - Appointment of responsible external reviewer
   - Hiring adequately experienced supervisor in research

Any other:

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13. If you think such academic work is intellectual dishonesty, suggest any exemplary punishments for those who are caught doing such dishonest activities, both the recruiters and those who are being recruited?
   - Course should be dropped
   - Should be finned
   - Research work should be rejected
   - Degree should be cancelled
   - Resubmission of research work
   - Blacklist individual (s)

Any other:

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______________________________________________________________________________________________________________________________________________________________________________________________

14. Would you like to share any other thought/suggestion/incidence on the subject?

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Thank You for Your Time...!!!
Annex V: Qualitative Questions

1. How do you see the increasing trend among students/researchers of hiring people for getting academic paid writing services, such as writing assignments, projects, thesis, articles etc.?

2. Do you find it intellectual dishonesty? Why?

3. In your opinion what are the motivating factors of hiring minds/people on payment among students/researchers for such academic writings?

4. In your opinion what are the motivating factors of being hired for academic writings on behalf of others?

5. What impact would it make on the quality of youth which is an important instrument of nation-building?

6. Do you think such trends can hamper the nation-building process?

7. What role can teachers/research supervisors play in this regard?

8. What role should educational institutions, like HEC, university administration and Senate play in controlling such dishonest activities?

9. What role do you think should be played by parents in character-building of students so that they never indulge in such activities?

10. What betterment in our education system should be made in order to scrutinize the academic processes to discourage and stop such activities?

11. Suggest any exemplary punishments for those who are caught doing such dishonest activities, both the recruiters and those who are being recruited?

12. What policy actions are needed to take in order to curb this dishonest activity which is plauging the quality of the educated youth that our institutions are producing?