The lack of academic honesty in higher education, especially the colleges, is a widespread phenomenon. In a pre-research conducted during 2007, in which three colleges and one university in the northern area of Israel took part showed that a high percentage of Arabic-speaking students were sent to ethic boards (about 80%) because of academic dishonesty. It should be noted that there are about 40% Arabic speaking students in these institutes. This shows the extent of the phenomenon of academic dishonesty among Arabic-speaking students. The aim of the research is to identify the factors influencing the scope of academic dishonesty among Arabic speaking students.

Analyzing the data suggest that (a) Arab students are used to practice memorization, and tend to regard research and analysis tasks to be difficult and problematic. (b) They freely miss classes because of engagements and weddings arrangements in a way that has a negative influence on their academic life. (c) They lack proficiency in the Hebrew language. More specifically, Arab Women who do not usually work outside their homes do not have an opportunity to practice their Hebrew language prior to attending college. Men work with Hebrew speakers so that they speak better Hebrew. (d) Arabic students have even more severe problems in their mastery of the English language. As both women and men do not understand the language very well, they find reading assays and writing papers to be extremely difficult. Itiw epoc ot evah stneduts barA ynaM (e) economic pressure. When failing a course, taking the course again is financially difficult for them. It increases the economic pressure in the family, and they feel as if it should be avoided at all costs. (f) In order to be on the safe side, some students buy ready-made papers in order to secure their success. (g) Family "Honor" demands high grades. 

The conclusions from these findings are that the phenomenon of academic dishonesty which begins at school in the local Arab villages in Israel (Khwalde, 2006; 50) is transferred to the local academia. Its roots are based in the historical survival of occupied people since the 4th century (Abadi, 2008), thus, it is in our view that the academic institutes who cater to the Arab minority in Israel need to adjust the way they prepare their students to acclimatize to the western academic world (understand the college honor code, preparatory courses in Hebrew and English, sufficient time for term papers etc.) There's a growing number of schools and faculties around the world who have modified their honor code in order to reduce the academic dishonesty phenomenon (Born, 2003; Kiehl, 2006; Scanlan, 2006) Thus, it's imperative that in order to reduce the number of students who need to lay on academic dishonesty in order to succeed in the Israeli colleges they'll need to re evaluate their honor code.