

**E m p i r i c a l S t u d y o n S t u d e n t ' s C h e a t i n g
Higher Education Institution System using Fraud Diamond
Theory**

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Abstract This study investigates the cases of cheating in coursework assessments and examinations in a selected Higher Education Institution (HEI) and how it can be mitigated to ensure good and positive behaviour, morale and ethics of the future leaders. There are many types of cheating in examinations, which include plagiarism, use of materials such as short notes, use of IT gadgets such as mobile phone, and communication with others in the examination hall. Even though students were informed about the awaited punishments if they were caught cheating in an examination, there were still cheating cases reported by examination invigilators. In this study, the types of cheating cases among students are ranked accordingly. This is an empirical study adopting the main concepts in Fraud Diamond Theory, as each concept is similar to the factors that contribute to cheating behaviour among students. This study also highlights students' rationalization for cheating in coursework assessments and examinations.

Keywords Cheating; higher education institutions; students' cheating behaviour.

1 Introduction

The Malaysian Higher Education System is designed to deliver professional skills to school leavers so that they are prepared to venture into the real world, thus, contribute and generate benefit to the country as a whole. Each higher learning institution, either public universities or private colleges, offers many types of courses which are divided into various faculties. Each course offered by these higher learning institutions has its own module and each module will require the students to acquire professional skills. In order to evaluate and to measure how far the students have acquired the skills, continuous assessments and end-of-semester examinations are conducted, and marks will be given to the students. Here, a grading system is introduced to measure the performance of the students and this will determine whether the students are excellent, good, average or weak.

The grading system that is commonly used by the higher learning institutions is known as Cumulative Grade Point Average (CGPA). It determines the class of degree that a student receives upon the completion of the course, thus, gives impact to the students' future. This is where the students would capture that the Cumulative Grade Point Average (CGPA) is vital in determining their future. Most of the time, the class of degree that a student has obtained at the end of their study determines the companies that they will work for, hence the salary that they will receive. Since the CGPA in the higher education system is vital, and the impact of the CGPA on the students' future is significant, the students will put their best efforts to achieve the best CGPA to obtain the best class for their degree.

However, there are students who will try to find an easy way out to achieve the best CGPA, and one of it is by cheating. Academic cheating or academic dishonesty is a spread and worrying phenomenon whether in schools or higher education institutions (Stanculescu, 2013). This is consistent with many previous studies on cheating behaviour in schools that show an increment in the past years (Jensen, Arnett, Feldman & Cauffman, 2002). The study by Anderman and Midgley (2004) revealed that, cheating often happens in middle and high school more than elementary school because student's cognitive abilities have developed in their adolescence. Since the cognitive abilities are developed during the process of a child growing up, adolescent students misuse their cognitive strategy to perform cheating. There are various reasons used as a ground for

the students to conduct cheating. Murdock and Anderman (2006) explained that cheating behaviour can occur due to extrinsic factors such as grades, maintaining certain images of themselves or among friends, and lack of requisite self-efficacy to engage in complex tasks.

Cheating behaviour in academic should not be tolerated because it potentially brings the negative consequences and ruin the image of higher education institution. As Grave (2008) asserted, students who cheat are most likely to involve in dishonest activities in the workplace than those who do not. This implies that, a concerted effort must be held to prevent this behaviour and educate others to avoid from involving in this immoral act. Therefore, this paper attempt to identify the cheating methods commonly practiced by the students, the reported number of examination related cheating cases; determine the factors that lead students to conduct cheating, and relate the cheating behaviour with the fraud diamond theory. Hence, this study's contribution is to provide an independent assessment and expansion of knowledge to understand the cheating behaviour among Malaysian university students using Fraud Diamond Theory as a referent model.

2 Literature Review

Cheating behaviour may be considered as a form of academic dishonesty (Farnese, Tramontano, Fida & Paciello, 2011) and it is unethical (Nath & Lavaglia, 2009). Cheating is defined as a fraudulent behaviour involving some forms of deception, whereby one's work or the work of others is misrepresented (Prescot, 1989; cited by Smith, Davy, Rosenberg & Haight, 2002). According to Webster Dictionary, academic dishonesty or cheating is defined as the "intentional participation in deceptive practices regarding one's academic work or work of another" (cited in Faucher & Caves, 2009, p. 37). According to Harries and Rutter (2005), dishonest student behaviour to achieve higher grades in assignments and examinations is not new or restricted to university establishments. It has become a widespread problem among students (Jensen et al., 2002). It is even worse and severe when the students who conduct cheating in examination continue to exercise the same practices at their workplace (Davy, Kincaid, Smith & Trawick, 2007; Nazir & Aslam, 2010). Hence, academic dishonesty has become a serious matter and also a great concern especially in the higher education institutions.

Previous literature emphasized that students' cheating behaviour could be caused by several factors. Khodaie Moghadamzadeh and Salehi (2011) asserted that factors like education level, age, quantitative study and education of father have a very important role in motivation of cheating. According to Rangkuti (2011), despite the individual and demographic factors, the contextual factor is also believed to influence academic cheating behaviour. Rangkuti (2011) added that, contextual factors that encourage the emergence of academic cheating are lack of supervision during the exam or lack of control of teachers or educational institutions on the incidence of cheating, the form and level of test difficulty, the emphasis on achieving value and rank rather than on understanding, group code, and the experienced of success or failure before. Davy et al. (2007) and Nazir and Aslam (2010) reported the findings of previous studies that students who cheated during their tenure in the university or college have a higher tendency to commit fraud or unethical behaviour when they work in the future.

Fraud Diamond Theory was known as the Fraud Triangle Theory. Fraud Triangle Theory was developed by one of the pioneering researchers on fraud; Donald Cressey in 1940. Cressey (1950) listed three factors that cause fraud to be committed, which include perceived pressure, perceived opportunity and rationalization. Perceived pressure is sometimes called the "motive" that makes a person to have a thought to commit fraud. Pressure is divided into four main groups, that are financial pressures, vices, work-related pressures and other pressures. When a person has pressure, which makes him or her to have a thought to commit fraud, then this person will start to rationalize the illegal act.

Rationalization is defined by Cressey (1950) as self-serving excuses for doing an illegal act. It is an attempt to explain or justify the commitment of fraud with perceived reasons even though the reasons or justification are not true. However, if there are only pressure and rationalization of the illegal act, but there is no perceived opportunity, fraud will never occur. Here, perceived opportunity occurs from the weaknesses in the internal control system of the organization. When there is a weakness in the internal control system, then it will open a doorway for a person to commit fraud. These three elements of the fraud triangle are interactive, which means when all the elements come together, then only fraud will occur. In order to reduce the occurrence of fraud, one of the

elements must be eliminated and according to Cressey (1950), the most that could be done to reduce fraud, is to tackle the element of opportunity. There are six major factors that increase opportunity as what was determined by Cressey (1950). The factors are lack of controls, inability to judge performance quality, failure to discipline fraudsters, lack of access to information, ignorance, apathy and incapacity, and lack of audit trail.

Fraud Diamond Theory developed by Wolfe and Hermanson (2004) as shown in Figure 1 was developed as a result from extending the Fraud Triangle Theory by considering a fourth element which is the person's capability. Capability is defined as the personal traits and abilities. Fraud will never occur if there is no right person with the right capabilities in place. This person must have the capability to recognize the open doorway (opportunity) and take advantage of it, not only once but more than that. According to Wolfe and Hermanson (2005), the capability of a person to commit fraud can be divided into six elements. First, the person's position or function within the organization might provide the ability to exploit the opportunity that he or she has. Second, the person is smart enough to understand and exploit the internal control weaknesses and use his or her position or function to the greatest advantage. Third, the person has a strong ego and confident that he or she will never get caught. Fourth, the person with capability could coerce others to commit or conceal fraud together with him or her. Fifth, the person with the capability could lie effectively and consistently and usually they are able to lie convincingly. They also could deal with stress very well because committing fraud and to manage the fraud over a long period of time can be very stressful.

By looking at the concept of the Fraud Diamond Theory, it can be used to replicate the elements that trigger cheating in examination in the way that students might conduct cheating behaviour because they are pressured, the existence of opportunities for them to cheat and the capability that the students might have that will lead them to cheat.

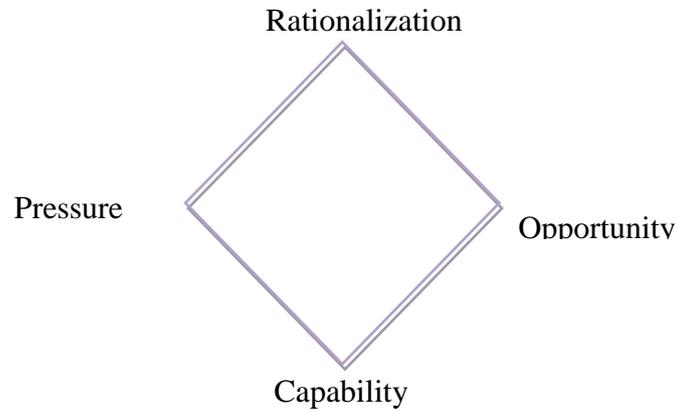


Figure 1: Fraud Diamond Theory

3 Research Methodology

This research applies a descriptive study which purportedly explores the factors that influence students to cheat in assessment, examination and mainly to profile student's cheating behaviour. There are three data collection methods used in this study namely; content analysis, structured interview with the academic staff who have experience in handling cheating cases, especially during examination, and a survey done on the current students of the university.

The data on the number of cheating cases by the students in this university were gathered from the year 2006 until the year 2011. An officer from the Office of Legal Advisor has agreed to assist in providing data on reported cheating cases. Sixty (60) sets of questionnaire were distributed randomly to the students who have experienced cheating. The questionnaire is divided into six (6) sections. The first section is on the demographic details of the respondents. Next, the main part of the questionnaire is regarding the main concept in the Fraud Diamond Theory that is used to construct the questionnaires. The content of the questionnaires was constructed based on the elements of pressure, opportunity, rationalization and capability.

A structured interview was conducted to ten (10) academic staff to view their opinion on cheating in examination and in the continuous assessment. Basically, the academic staff were chosen based on their seniority and their experience in dealing with the conduct of cheating by students during end-of-semester examination, as well as the coursework assessment.

4 Data Analysis

The data collected using all the three data collection methods were analysed and the results of the analyses are discussed. The discussion involves two phases. First phase is the discussion on the data gathered from the content analysis. Second phase is the discussion on the findings or data gathered from the questionnaires that were distributed to the students.

4.1 Common Excuses and Defence Approaches to Conduct Cheating

Based on the analyses of records of cheating cases and the interview with the staff, it was found that there are many methods employed to cheat during examination as well as excuses or defence made by the students who were caught cheating or attempting to cheat. Among the common methods that were used by the students who were caught cheating or attempting to cheat are writing notes on small papers and bring them to the examination hall, using gadget e.g. mobile phone and plagiarism (declare others' findings from other sources as theirs). Among other excuses or defences are summarized below:

- a. Accidentally brought in the notes. It was a small revision notes which has been put in the pocket before entering the examination hall.
- b. Claimed that he or she was not feeling well during the examination.
- c. Not prepared for the examination.
- d. Claimed that he or she has no intention to bring in the notes and confessed that they did not look or use it during the examination.
- e. Not enough time to study because of doing a part time job.

- f. Student knew that it is an offence to bring in unauthorized notes in the examination hall, however, they claimed to not use or benefited from the notes.

4.2 Demographic Profile

Table 1 summarizes the demographic profile of the respondents. There are 59 respondents consisting of 10 male students and 49 female students from various faculties. The age of the respondents ranges from 19 years old to 24 years old in which 31 of the respondents are 20 years old and below 25 respondents are between 21 years old to 22 years old and only 3 of the respondents are between 23 years old to 24 years old. 93.22% (55 respondents) are Malaysian students whilst another 6% (4 respondents) are non-Malaysian students. Most of the respondents (96.61%) are single and 3.39% are married. All the respondents are pursuing their Bachelor Degree at this university.

Table 1: Demographic Profile of Respondents

| Demographic | | Frequency | Percentage (%) |
|----------------|--------------------|-----------|----------------|
| Gender | Male | 10 | 16.95 |
| | Female | 49 | 83.05 |
| Age | Below 20 years old | 31 | 52.54 |
| | 21 – 22 years old | 25 | 42.37 |
| | 23 – 24 years old | 3 | 5.08 |
| Nationality | Malaysian | 55 | 93.22 |
| | Non-Malaysian | 4 | 6.78 |
| Marital status | Single | 57 | 96.61 |
| | Married | 2 | 3.39 |

4.3 Respondents' Opinion on Cheating

The respondents were asked for their opinion about the meaning of cheating in course work assessment and examination. They were allowed to choose more than one of the suggested definitions provided in the questionnaires. Based on the results shown in Table 2, 47 respondents i.e. 79.7% defined cheating in coursework assessment as copying other student's assignment and 48 respondents or 81.4% chose plagiarism. 83.10% respondents defined cheating in examination as looking at other's answer script during examinations.

Majority of the respondents (93.2%) defined cheating in coursework assessments and examinations as bringing in materials or notes during examinations, meanwhile 66.10% respondents chose communicating with friends during examination to get the answer for the questions in the examination papers as cheating. Only 8.5% respondents suggested other definitions for cheating in coursework assessments and examinations such as calling friends using a mobile phone to get the answer during examination, browsing the internet or Educational website via 'smart phone' and asking the examination invigilators or the examination attendants for the answers during the examinations.

Table 2: Respondents' Opinion on Definition of Cheating

| Suggested definition of cheating in coursework assessments and examinations | Number of respondents' agreeing | Percentage (%) |
|---|---------------------------------|----------------|
| Copying other student's assignment | 47 | 79.70 |
| Plagiarism | 48 | 81.40 |
| Looking at other's answer script during examination. | 49 | 83.10 |
| Bringing in materials or notes during an examination. | 55 | 93.20 |
| Communicating with your friend during examination to get the answer. | 39 | 66.10 |
| Others | 5 | 8.50 |

4.4 Cheating Methods during Examinations

Table 3 summarizes the results of the preferred cheating methods if students were to cheat during examinations. Majority of the respondents (44.0%) chose to collaborate with their friends to sit beside them during the examination and share answers, 39.0% respondents chose to peek at the answer script of other students and 25.4% respondents chose to use gadget such as mobile phone or 'smart phone' to record the answers or notes. Apart from that, 22.0% respondents agreed that they would write notes on their body parts such as arm and palm, and others, while 20.3% respondents would write notes on small papers and bring it into the examination hall. Some of these cheating methods were also addressed by Faucher and

Caves (2009) who classified them into three primary domains namely; taking, giving, or receiving information from others, use of forbidden materials or information, and the use of high-tech devices. Five (5) respondents answered others where they stated their opinion that they will never cheat during examination.

Table 3: Cheating Methods Preferred by the Respondents

| Cheating Methods Preferred by the Respondent if they were to cheat during examinations | Number of respondents' agreeing | Percentage (%) |
|--|---------------------------------|----------------|
| Write notes on small papers. | 12 | 20.3 |
| Write notes on your physical body, e.g. arm, palms, etc. | 13 | 22.0 |
| Using gadget such as hand phone etc. | 15 | 25.4 |
| Peek at the answer script of other students | 23 | 39.0 |
| Collaborating with your friends to sit beside you and provide you with the answers | 26 | 44.0 |
| Others | 5 | 8.5 |

4.5 Cheating Methods in Coursework Assessments

The respondents were asked about the common cheating methods used to conduct cheating behaviour in completing coursework assessments. A few common cheating methods used were listed in the questionnaire and students were allowed to choose more than one method. It was found that 57.6% respondents said that they did plagiarize from other sources, 42.4% respondents chose to copy from other student's assignment, while 33.9% respondents chose to ask their peers to assist them in completing their assignments. However, 1.7% respondents realized that even though it is easy to cheat in completing coursework assessment, students should not use any of these cheating methods since students must be able to handle all the assessments and assignments. Besides, it is the responsibility and one of the nature in a student's life to deal with their coursework assessments. The results are presented in the Table 4 below.

Table 4: Cheating Methods used in Coursework Assessment

| Cheating methods used in coursework assessments | Number of respondents agreeing | Percentage (%) |
|---|--------------------------------|----------------|
| Copy other student's assignment | 25 | 42.4 |
| Ask peers to help in completing assignments | 20 | 33.9 |
| Plagiarized from other sources | 34 | 57.6 |
| Others | 1 | 1.7 |

4.6 Reasons to Feel Pressure

As to demonstrate the element of pressure in the Fraud Diamond Theory as one of the reasons for students to cheat, the respondents were asked to choose the possible reasons that make them feel pressured and they were allowed to choose more than one reason. 59.3% respondents claimed that the many assessments or assignments given by the lecturers have contributed to the pressure. In contrast, 64.4% stated that they were pressured by the need to achieve certain grade to maintain their CGPA. 61.0% respondents felt pressure when it came to examination because they did not want to disappoint or to let down their parent's hope to achieve good results in examinations. 47.5% respondents said that they were not prepared for the examination and 28.8% respondents stated that there was not enough time given to prepare for the examinations. In addition, 25.4% respondents agreed that they were pressured because they needed to maintain their CGPA to ensure that they would obtain scholarships to further their studies in the future and 18.6% respondents stated that they did not understand the subject matter taught in class. Nevertheless, 6.8% respondents who chose others did not justify their answer even though there was a space provided for the respondents to state their justification. The result is summarized in Table 5 below.

Table 5: Reasons to Feel Pressured

| Reason for the respondents to feel pressured | Number of respondents agreeing | Percentage (%) |
|---|--------------------------------|----------------|
| Too many assessments / assignments given by the lecturers. | 35 | 59.3 |
| I do not understand what has been taught by my lecturer in class | 11 | 18.6 |
| I am not prepared for the examination. | 28 | 47.5 |
| There is not enough time given to prepare for the examination. | 17 | 28.8 |
| I need to achieve a certain grade to maintain my CGPA. | 38 | 64.4 |
| I have to maintain my CGPA to ensure that I will obtain a scholarship to further my studies. | 15 | 25.4 |
| I do not want to disappoint or let down my parent's hope on me to achieve good result in the examination. | 36 | 61.0 |
| Others | 4 | 6.8 |

4.7 The Presence of Opportunity

In order for cheating behaviour to happen, there must be opportunity existed that would enable the students to identify the methods to cheat (Hayes, Hurt & Bee, 2006). Therefore, the questionnaire was also designed to include possible reasons that allow opportunity to exist. Table 6 shows that 23.7% respondents stated that the examination invigilators did not supervise and monitor the examination accordingly, while 22.0% respondents felt that the seating arrangement in the examination room or hall was too close to one another, which provided an opportunity for the students to conduct cheating behavior. 20.3% respondents stated that free seating in the examination room or hall (does not follow the seat number assigned as per examination slip) also provided an opportunity for the students to conduct cheating behaviour during examinations when they collaborated with friends to share answers. Some respondents suggested other reasons for the students to have the opportunity to conduct cheating behaviour during examinations

i.e. no proper checking of the washrooms before and during examinations where they can hide small notes.

In addition, the respondents felt that it was easy to conduct cheating behaviour in completing coursework assessments as compared to conduct cheating behaviour during examinations. Figure 2 shows that 40 respondents or 67.8% agreed that it was easy to conduct cheating in completing coursework assessments as compared to only 25 respondents or 42.4% agreed that it was easy to conduct cheating during examinations. Hence, students perceive that the course work assessments provide more opportunities to cheat than during examinations.

Table 6: The Situations for the Presence of Opportunity to Conduct Cheating during Examination

| Reasons to feel easy to cheat during examinations | Number of respondents agreeing | Percentage (%) |
|---|--------------------------------|----------------|
| Seating arrangement in the exam room is too close to one and another | 13 | 22.0 |
| Invigilators do not supervise the examination accordingly | 14 | 23.7 |
| Free seating during examination (does not follow seat number assigned in the exam slip) | 12 | 20.3 |
| Others | 3 | 5.1 |

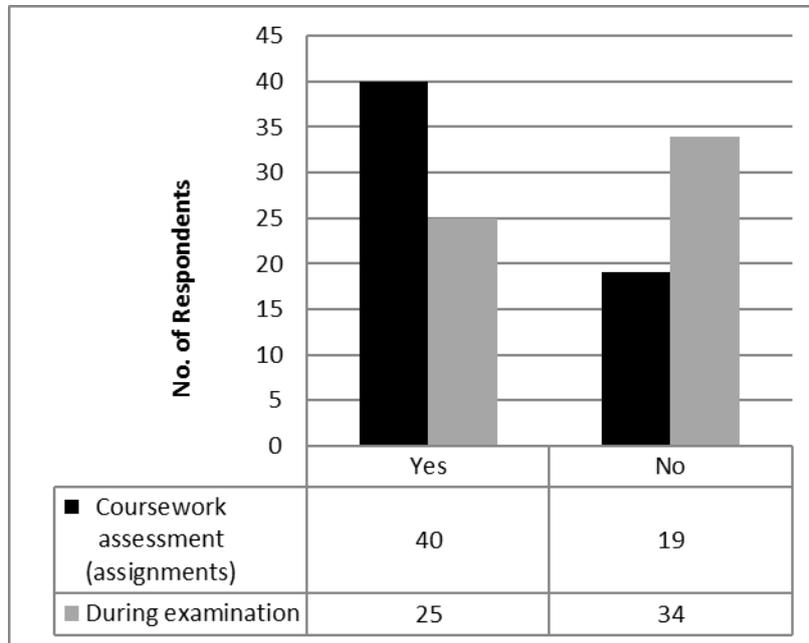


Figure 2: Respondents' Opinion on the Easiness to Conduct Cheating Behaviour in Course work Assessments and during Examinations

4.8 The Rationalization for Cheating

This section presents the results for the rationalization made by the students to conduct cheating behaviour either in completing coursework assessments or during examinations. Rationalization puts a belief on the part of the cheater that what they are doing is not actually unethical (Hayes et al. 2006). The results are summarized in Table 7 below. It was found that 49.2% respondents held they rationalized their cheating behaviour by having a thought that everybody was doing it, so it was not wrong for them to do it as well. Meanwhile 33.9% respondents stated that they were just helping themselves to get good grades, so it was not postulate as doing any wrongdoings. 18.6% of the respondents felt that they cheated because they needed to maintain the good perception from the lecturer towards them or, in other words, they would like the lecturer to see them as excellent students and 16.9% respondents said that it was just cheating, without involving any violent action, thus, there is no harm to other students. Whereas, 15.3% respondents opined that, perhaps some of the students did not make any rationalization when

they wanted to conduct cheating behaviour because the student himself is unethical or lacking in good moral values. Consistently, as cited in Hayes et al. (2006, p. 3) past studies also reported among the “common student justifications include: cheating hurts no one; no one ever gets caught; friends come first or he/she needed my help; I only cheat in classes that aren't important to my major; everyone does it; I could lose my scholarship (or my parents will kill me) if I don't do well (Pillsbury, 2004; Whitley; Keith-Spiegel, 2002)”.

Table 7: The Common Excuses given to Rationalize the Cheating Behaviour in Coursework Assessment and during the Examination

| Common excuses given to rationalize the cheating behaviour | Number of respondents agreeing | Percentage (%) |
|---|--------------------------------|----------------|
| Everybody is doing it. | 29 | 49.2 |
| I am just helping myself to get good grades. | 20 | 33.9 |
| It is just cheating, no harm to other students. | 10 | 16.9 |
| I cheat because I need to maintain the good perception of my lecturer towards me. | 11 | 18.6 |
| Others | 9 | 15.3 |

4.9 The Possible Situation for Capability Existence

This research also seeks respondents' opinion for the possible situations that make students capable of conducting cheating behaviour in their coursework assessments and during examinations. According to Murdock and Anderman (2006), students' judgement about their capabilities bring about the desired outcome which is believed to be affected by the interactions between students and their environments. Therefore, this study also views the possible environments that could encourage students' capabilities to cheat. Thus, as shown in Table 8 are the possible environments that might make students perform cheating. The result shows that 27.1% respondents stated that usually the lecturer did not check the references stated in the submitted assignments thoroughly. This has enabled the students to conduct cheating behaviour. Majority of the respondents (57.6%) thought that since the examination was conducted in a big hall, the chances of getting caught were very low.

44.1% respondents stated that the students had the opportunity to use any possible place, such as wash rooms, to hide their notes since there was no thorough check up conducted before and during the examinations. No thorough check by the invigilators in the students' pocket or pencil case, also makes the students capable of conducting cheating behaviour as reported by 40.7% of the respondents. About 25.4% respondents agreed that the seating arrangement in the examination venue was too close followed by 16.9% respondents who agreed that when free seating was allowed during examination, it will increase the capability of the students in conducting cheating behaviour.

Table 8: Possible Environment that make the Student Capable to Conduct Cheating in Coursework Assessment and the Examination

| Possible environment that make students capable of conducting cheating in coursework assessment and during the examination | Number of respondents' agreeing | Percentage (%) |
|--|---------------------------------|----------------|
| Lecturer usually did not check the references thoroughly. | 16/59 | 27.1% |
| Examination is conducted in a big hall, so chances of getting caught are very low. | 34/59 | 57.6% |
| No thorough check by the invigilators in the students' pocket or pencil case. | 24/59 | 40.7% |
| Seating arrangement is too close in the exam venue. | 15/59 | 25.4% |
| Free seating is allowed during the examination. | 10/59 | 16.9% |
| Any possible places, e.g. washroom, that could be used to hide notes is not monitored | 26/59 | 44.1% |

5 Conclusion and Recommendations

Based on the results of the descriptive statistics, it was found that the element of pressure that the students feel during completing their coursework assessment and during examination does not have any impact on the students in making them conduct cheating behaviour. The second element which is the opportunity that students have to

conduct cheating behaviour could be interpreted in two ways. First, there is no opportunity for the students to conduct cheating behaviour if the university could reduce the opportunity and make it seem very difficult to conduct cheating from the students' point of view. Second, there is an opportunity for the students to conduct cheating if the university overlooked the possible opportunity that students have which, at the same time, increases the capability of the students to do so. In terms of rationalization that the students make before they conduct cheating, it was found that it does not have so much impact on the cheating behaviour. However, if nothing is done to minimize this element, then cheating cases will increase and it will give a big impact to the ethics of the students, as well as the university as a whole.

The findings also indicate when there is an opportunity for the students to cheat, and at the same time, the students are capable of conducting the act of cheating, then it is expected that the students will cheat in completing their coursework assessments and in examinations. In other words, cheating can be conducted when there is the right time and right person who has the capability to cheat.

Cheating in coursework assessments and examinations have become a serious matter to the university. This is shown by the increase in unethical values of the students in which they started to rationalize that cheating is done just to meet their target and it is not actually causing harm to anybody. It worsens when the university does not realize that there are opportunities for the students to conduct cheating in examinations and coursework assessments. It is about time for the university to accept that students do have the capabilities to conduct cheating in examinations and coursework assessments during their tenure at the university. The procedures and systems that are currently used by the university either in handling the examinations and coursework assessments, or in handling the cheating or attempts to cheat, up to the hearing session and the punishments, are not enough to prevent the students from cheating. It is recommended that, the university creates awareness that cheating in examination and coursework assessment is not just an offence but it is also not permissible in religion. Strict rules regarding the examination should be developed to reduce the opportunity of cheating such as a thorough physical check before students can enter the examination hall. Other than that, the procedure in handling cheating cases should be strengthened. This includes continuous trainings and workshops in conducting investigation process and

hearing process so that, the laws, regulations and appropriate sentences are efficiently implemented.

As the limitations of this study, the data gathered using the survey questionnaire were only obtained from sixty (60) students experienced in cheating due to difficulties to obtain willingness of students to become respondents. Therefore, in future research, the total respondents could be expanded to a larger scale of population, thus, other factors might be excavated to identify other aspects of the student's involvement in cheating activities.

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