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THE MEDIATING ROLE OF SELF-ESTEEM IN THE RELATIONSHIP BETWEEN
PARENTING STYLE AND ACADEMIC DISHONESTY AMONG UNDERGRADUATES
IN MALAYSIA

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A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILLMENT OF
THE REQUIREMENTS FOR THE BACHELOR OF SOCIAL SCIENCE (HONS)
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UNIVERSITI TUNKU ABDUL RAHMAN

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The Mediating Role of Self-esteem in the Relationship between Parenting Style and
Academic Dishonesty among Undergraduates in Malaysia.

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Universiti Tunku Abdul Rahman

This research project is submitted in partial fulfilment of the requirement for the
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SELF-ESTEEM, PARENTING STYLES & ACADEMIC DISHONESTY

Approval Form

This research paper attached hereto, entitled “The Mediating Role of Self-esteem in the Relationship between Parenting Style and Academic Dishonesty among Undergraduates in Malaysia” prepared and submitted by Khoo Zhi Yin, Melanie Soo Yu Teng and Ong Li Ying in partial fulfilment of the requirements for the Bachelor of Social Science (Hons) Psychology is hereby accepted.



Date: 21.11.2021

Supervisor

(Mrs. Natasha Amira Binti Hushairi)

Abstract

Parenting style is a common topic to study the children's behaviour. It was indicated that parenting plays an important role in shaping the development of children, such as their self-esteem level. Besides, it was believed that the act of academic dishonesty was associated with the perceived parenting styles and self-esteem of children. Hence, the present study aims to study the mediation effect of self-esteem between parenting styles and academic dishonesty. A qualitative, cross-sectional, and correlational study was adapted for this research. Primary data was collected through an online survey method and a convenience sampling method was used to recruit participants. 283 undergraduates aged between 18 to 24 years old were recruited for the study. Surprisingly, the result demonstrated that there is no significant relationship between parenting styles and academic dishonesty. Besides, results also showed that the relationship between parenting styles and self-esteem was not significant. Mediation effect of self-esteem on parenting styles and academic dishonesty was not found as well. In terms of gender, researchers found that there is a difference in academic dishonesty but not in self-esteem. In a nutshell, the result of this paper was inconsistent with the past studies. Future research can continue to seek understanding on the inconsistency.


Keywords: Parenting styles, academic dishonesty, self-esteem

Declaration

We declare that the material contained in this paper is the result of our own work and that due acknowledgement has been given in the bibliography and references to ALL sources be they printed, electronic or personal.

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Chapter I

1.1 Background of the Study

Parenting styles practiced by parents play a significant role among their children. Children's behaviour and values are formed by their parents' parenting styles (Opiyo et al., 2018; Olowodunoye & Titus, 2011; Nwosu et al., 2020; Alizadeh et al., 2011). According to Diana Baumrind in the 1960s, three categorizations of parenting styles were proposed, namely authoritarian, permissive and authoritative. However in the 1980s, neglectful parenting style was proposed by Maccoby and Martin. Among these parenting styles, they are grouped alongside two dimensions, known as the degree of parental warmth and involvement and the degree of strictness and supervision (Estep, Avalos, & Olson, 2017). Thus, authoritative parenting styles were defined as high warmth and high strictness; permissive parenting styles are characterized as high warmth but low strictness; authoritarian parenting styles are with soft warmth and high strictness, and the neglectful parenting styles are defined as low for both warmth and strictness.

Many previous research studies have been concentrating on the effects of parenting styles on the children. For example, Opiyo et al. (2018) has concluded that children who are educated by permissive parenting styles are more likely to be examined for maladaptive behaviours. Furthermore, Estep et al. (2011) found that students who encounter strictness from their parents will have a lower tendency to be involved in infidelity. Nwosu et al. (2020) discovered that permissive parenting styles display a significant positive relationship towards low ethical stance in examination malpractice.

In past studies, it was found that authoritative parenting is the most effective and suitable parenting style for parents to raise their children. Sarwar (2016) has suggested that parents prefer authoritative parenting styles compared to authoritarian parenting styles

because it can reduce delinquent behaviour among children in their country. Authoritative parenting style is also able to increase the value of their children in terms of extrinsic and intrinsic values (Williams & Ciarrochi, 2019). Besides that, Khan et al. (2014) discovered that parents with authoritative parenting styles show a positive relationship with their educational encouragement. Authoritative parents are believed to give an appropriate amount of freedom to their children and encouragement to their children if they meet any difficulties. For example, if their children obtain low academic results or low achievement, they will provide encouragement and full support towards their children instead of judging them (Khan et al., 2014). Furthermore, authoritative parenting styles are more demanding and responsive. As a result, their children are believed to display fewer behavioural problems and achieve higher academic achievement (Alizadeh et al., 2011).

Oppositely, permissive parenting style is the parenting style that was least suggested to be applied by the parents. Permissive parenting are parents who behave in a non-punitive, lenient, accepting, and affirmative manner towards the child's impulses, desires, and actions (Baumrind, 1991). This type of parenting style the parents are not required to be responsible for shaping or altering the child's behaviour (Baumrind, 1991). According to previous research, permissive parenting style is negatively correlated to achievement in learning. In other words, the more the permissiveness of parenting, the lower the learning achievement among their children (Dornbusch et al., 1987).

As stated previously, the researchers' primary concern is the relationship between parenting styles and development of children. Therefore, most of the research has focused on how parenting styles influence children's behaviour and moral development. For instance, Opiyo et al. (2018) and Estep et al. (2011) have focused their research on parenting styles and cheating behaviour. Opiyo et al. (2018) has mentioned that students who are educated by

permissive parenting styles would likely to have maladaptive behaviour. In addition, Estep et al. (2011) have justified that parent's strictness will reduce infidelity behaviour among their children.

Due to the Covid-19 pandemic, academic dishonesty has become one of the most highly concerning issues among students due to e-learning acquired during this period. For instance, few researchers believe that e-learning will increase academic dishonesty among students (Underwood & Szabo, 2003; Chuang, 2015). A study conducted by Kennedy et al. (2000) found that among 64% of different faculty members and 57% out of 172 students have admitted that online examinations are easier to perform examination malpractice. The results are sustained by King, Guyette, and Piotrowski (2009), whereby 73.6% of 121 undergraduate students agreed that it is easier to cheat in online tests. There are many forms of academic dishonesty behaviour, for example, plagiarism, group collusion, impersonation, false reporting about technical problems and many more (Bylieva et al., 2019).

In this case, it leads to a higher tendency for students to cheat during online examinations. Elsalem et al. (2021) have also reported that among 730 students in medical science, 40% of students have been involved in academic dishonesty in online examinations. Besides, Chapman et al. (2004) found that among 824 students, 24% of them have reported cheating in the examination, and 42% intended to cheat if opportunities are given. Lanier (2006) on the other hand also showed that more than 40% of the students have confessed that they cheated during online examinations.

Studies reported the factors of increment in academic dishonesty behaviour in e-learning, such as, Elsalem et al. (2021) suggested that the content of the e-examination is not much related to their educational objective and that students will need more time to prepare. Hence, students tend to use inappropriate ways to score in their examinations.

Researchers also found that students who performed academic dishonesty are highly related to the student's morals and behaviour (Chen et al., 2020). Moreover, researchers suggested that it was due to the reduction of contact between students and the lectures who use online platforms, which is convenient for the student to perform academic dishonesty (Robinson-Zañartu et al., 2005; Walker, 2010). The convenience of digital communication is also suggested to be one of the factors. It made plagiarism to be more common and easier to be performed during online examinations. Students could easily copy and paste what they have discovered through others' work by communicating with each other privately during ongoing assessments (Robinson-Zañartu et al., 2005; Walker, 2010).

Besides parenting styles, self-esteem was found to be another factor that is very likely to lead to cheating behaviour among students (Huang, 2011; Obineli & Ezioko, 2019; Farias & Pilati, 2021). A study reported that students who acquire lower self-esteem tend to have more frequent cheating behaviour which includes negative lie, excuse lie, absenteeism lie and cheating lie (Huang, 2011). Engels, Finkenauer, & Kooten (2006) justified that children who actively lie to their parents have a lower self-esteem. This is supported by Diego (2017) whereby they found that students who have cheated in examinations display lower self-esteem compared to those that have never performed cheating behaviour. Students who have low self-esteem are constantly trying to prove their abilities to others and have the urge to impress other people (Huang, 2011). They tend to cover themselves with appealing lies to form a good impression in front of other people (Kashy & DePaulo, 1996). For example, students tend to cheat in order to obtain a high GPA for better job opportunities in the future (Williamson & Assadi, 2005). When the students show observable improvements such as higher test scores and grades, their self-esteem is increased as well (Zheng et al., 2020).

Therefore, this indicated that students might perform cheating behaviour in order to obtain good grades from the examination.

Gender differences were found in self-esteem between men and women. Although male's self-esteem might drop, it would not drop as low as the females (Bleidorn et al., 2016; Robins et al., 2002). In other words, males have more positive feelings towards themselves compared to females (Robins, et al., 2002). One of the reasons that made a difference in self-esteem might be due to physical changes. Women might have higher dissatisfaction with their bodies due to the increased body fats and change in body shape over the years. Conversely, men would have a higher self-esteem because of increased muscles and strength due to puberty (Obineli & Ezioko, 2019).

Self-esteem plays an interesting role in the current study whereby parenting styles is a factor that affects self-esteem within a child. Studies have shown that the types of parenting styles show a positive relationship with the self-esteem of their children (Pinquart & Gerke, 2019; Snyder et al., 2002). Authoritarian parenting styles are suggested to reflect a high level of self-esteem in their children (Pinquart & Gerke, 2019). Moreover, authoritarian parenting tends to have clear, direct rules and expectations towards their children. The rules and expectations from their end are delivered lovingly and rationally (Baumrind, 1971). Therefore, children raised through authoritarian parenting will have the ability to set clear goals for themselves and display a sense of direction in achieving their goals or overcoming challenges (Snyder et al., 2002). However, authoritarian parenting was shown in another research study to be related to low self-esteem (Wolfradt, Hempel, & Miles, 2003). Authoritarian parenting sets strict rules to their children and pressures them to obey without any justifications provided. They will judge and measure the behaviour or accomplishment of their children through their own standards (Braumid, 1971). It is common for children to

make mistakes throughout their phases in growth and might not be able to meet the high standards set by their parents. Parents who seldom encourage their children when they face obstacles in life will affect their children's self-esteem when they grow up (Baumrind, 1991). The result of the study is supported by Hamon and Schrodt (2012) which have also suggested that authoritative parenting styles will lead to higher self-esteem in their children. Authoritarian and permissive parenting styles are more likely to be linked to lower self-esteem among their children (Heaven & Ciarrochi, 2008; Milevsky et al., 2007).

1.2 Problem Statement

The term "Asian Parents" is a trendy word in recent years. This term is used to describe parents who are strict, controlling, and nosey (Urban Dictionary, 2011). It is widely known that most parents in Asia raise their children in this way. Hence, people name parents who practice this kind of parenting style "Asian Parents". Even so, there is a lack of studies conducted in Malaysia regarding parenting styles that are commonly practiced by Malaysian parents.

Moreover, in a study conducted by Moghaddam et al. (2017), it was stated that parenting style is a significant predictor for self-esteem in children. In their findings, children of authoritative parents tend to score higher in self-esteem. This study is in line with the study by Pinguart and Gerke (2019), whereby authoritative parenting was found to be concurrently related to higher levels of self-esteem. They illustrated that the children of authoritative parents, whereby parents display high levels in both warmth and demandingness are expected to have a higher level of self-esteem. On the other hand, children of neglectful parents, where there is a lack of warmth and demandingness from parents are expected to show a lower level of self-esteem.

In past studies, academic dishonesty has been associated with permissive parenting style. For instance, research by Opiyo et al. (2018) also proved that children who receive permissive parenting style have a higher tendency to cheat in examinations. However, there is still a paucity of studies that show the relationship between parenting styles and academic dishonesty among undergraduates in Malaysia.

Academic dishonesty has always been a highly concerning issue in any educational setting. Due to the outbreak of Coronavirus Disease 2019 (COVID-19), the traditional way of education has been changed. Students are not required to attend physical classes and online learning has been implemented. With the access of the internet and technological advancements, researchers believe that students have a higher tendency to cheat when they sit for examinations online. Based on the survey conducted by a publishing and digital education company named Wiley, 93% of instructors have the idea that students are more likely to cheat online compared to in person (Newton, 2021). A study conducted by Watson and Sottile (2010) also portrayed that there is a higher dishonesty rate among students in online courses.

According to David (2015), people who have high self-esteem and high mastery feelings, are less likely to cheat. This is because they tend to have a feeling of control and anticipation. They view value in themselves and think that their own actions highly affect the results. Thus, they try their best to minimize the amount of inappropriate behavior (David, 2015). Cheating or being dishonest during examinations is considered one of the most inappropriate and unacceptable behaviours in any educational setting. Furthermore, research shows that low self-esteem could lead an individual to develop the fear of failure. In order to eliminate the feelings of fear of failure, students might decide to perform examination malpractice (Anierobi et al., 2020).

Based on the discussion above, it is highly affirmed that there are interrelated relationships between parenting styles, self-esteem and academic dishonesty. We can see that parenting styles with high warmth and demandingness result in children having high self-esteem. Meanwhile, self-esteem has a negative relationship with cheating behaviour (academic dishonesty). Since parenting style is a significant predictor for self-esteem and also one of the factors that influence academic dishonesty, the current study intends to discover whether self-esteem is able to mediate the relationship between parenting styles and academic dishonesty.

1.3 Research Objectives

1. To determine the relationship between parenting styles and academic dishonesty among undergraduates in Malaysia.
2. To determine the relationship between parenting styles and self-esteem among undergraduates in Malaysia.
3. To determine the prediction among parenting styles, self-esteem towards academic dishonesty among undergraduates in Malaysia.
4. To determine the gender difference in self-esteem among undergraduates in Malaysia.
5. To determine the gender difference in academic dishonesty among undergraduates in Malaysia.

1.4 Research Questions

1. Is there a relationship between parenting styles and academic dishonesty among undergraduates in Malaysia?
2. Is there a relationship between parenting styles and self-esteem among undergraduates in Malaysia?
3. Is there a mediating effect of self-esteem between parenting styles and academic dishonesty among undergraduates in Malaysia?
4. Is there a gender difference in self-esteem among undergraduates in Malaysia?
5. Is there a gender difference in academic dishonesty among undergraduates in Malaysia?

1.5 Hypothesis

- H1: There is a significant relationship between parenting styles and academic dishonesty among undergraduates in Malaysia.
- H2: There is a significant relationship between parenting styles and self-esteem among undergraduates in Malaysia.
- H3: There is a mediating effect of self-esteem between parenting styles and academic dishonesty among undergraduates in Malaysia.
- H4: There is a gender difference in the level of self-esteem among undergraduates in Malaysia.
- H5: There is a gender difference in academic dishonesty among undergraduates in Malaysia.

1.6 Definition of Terms

Conceptual definition

1.6.1 Parenting Style

Parenting style is defined as a constellation of parents' attitudes and behaviors toward children and an emotional climate in which the parents' behaviors are expressed (Darling and Steinberg, 1993). In the 1960s, a developmental psychologist at the University of California at Berkeley, Diana Baumrind developed a theory about parenting styles. This theory explains that parenting styles consist of three types: authoritative parenting, authoritarian parenting and permissive parenting. In the 1980s, Maccoby and Martin extended the theory by adding one more type of parenting style known as neglectful parenting. In recent years, the four types of parenting styles are widely used by psychologists and researchers in studying children's behaviour. It was believed that children's behaviour is closely related to parenting styles (Li, 2021).

Parenting styles consist of two dimensions: warmth and strictness (Estep et al., 2017). The two dimensions are also known as responsiveness and demanding. Responsiveness is the extent whereby parents are open-minded, accepting and sensitive towards their children's emotional and developmental needs. On the other hand, demandingness is the extent to which parents control their children in many aspects (Li, 2021).

Parents with authoritative parenting style tend to be high in warmth as well as strictness (Estep et al., 2017). They have high expectations towards their children and at the same time they are warm and responsive. They tend to provide autonomy to their children and encourage independence. Children of authoritative parents are more active, happy, acquire high self-esteem and have better mental health (Li, 2021).

Parents with authoritarian parenting style tend to be high in warmth but low in strictness (Estep et al., 2017). They have high demands towards their children's obedience. They see explanations and attempts to reason as back talking. Children of authoritarian parents are less independent, less happy, have lower self-esteem and have poor social skills (Li, 2021).

Parents with permissive parenting style tend to be low in strictness but high in warmth (Estep et al., 2017). They find it difficult to reject their child and tend to fulfil everything they need. They do not want to disappoint their children. Children of authoritarian parents are weak in self-control, unable to obey rules and have more social problems.

Last but not least, parents with neglectful parenting styles tend to be low in both warmth and strictness (Estep et al., 2017). They are not keen to be involved in their children's development as they have the perception that "children will grow and learn on their own". Children of neglectful parents are more impulsive, weak in regulating emotions and show poorer mental health (Li, 2021).

1.6.2 Academic Dishonesty

According to Desalegn and Berhan (2014), the definition of academic cheating is "being caught in owning or copying from unauthorized materials brought into an examination, or allowing a student to copy from one's answers on examination paper through oral, written, symbolic, electronic and any other means".

In a study conducted by Faucher and Caves (2009), academic dishonesty can be classified in three primary domains. Firstly, it involves obtaining, giving, or receiving information from others. Secondly, the usage of forbidden materials or information. Lastly, circumventing the process of assessment.

Additionally, based on the study by Underwood and Szabo (2003), academic dishonesty involves plagiarising, using unpermitted or concealed notes to cheat in tests, swapping work with other students, illegally purchasing essays from any sources, or in some extreme cases, hiring or asking another person to complete the examinations for them.

Furthermore, academic dishonesty can be in many forms. This includes cheating, plagiarizing, fabrication or falsification and sabotage. Cheating means information, materials, devices, sources or practices being misused by someone in order to complete academic activities. On the other hand, plagiarizing in a layman term is what we call “copy and paste”. Fabrication or falsification is creating or alternating false information for academic activities while sabotage is causing an individual to be unable to complete an academic activity successfully by disrupting or destroying the individual’s work (Northern Illinois University, n.d.).

1.6.3 Self-esteem

Morris Rosenberg, the developer of self-esteem scale, has defined “self-esteem” as the overall positive evaluation of one’s worth and value. He also added that individuals with high self-esteem respect themselves and consider themselves worthy (Abdel-Khalek et al., 2016).

In other words, self-esteem is about how one conceptualizes themselves. It depends on how one perceives their qualities and characteristics positively based on their self-concept (American Psychological Association, n.d.).

Self-esteem is an important aspect in mental health wellbeing. People with high self-esteem tend to have a higher level of happiness, and motivation, and they are more likely to display optimism. On the otherSelf-esteem can be classified as high and low levels. The

most widely used instrument to measure level of self-esteem is the Rosenberg Self-Esteem Scale (RSES) developed in 1965 (Tinakon & Nahathai, 2012). The higher the degree they perceive themselves positively, the higher the levels of their self-esteem, and vice versa.

On the other hand, individuals with lower self-esteem may have greater feelings of worthlessness and insecurity (Abdel-Khalek et al., 2016). Low self-esteem was shown to be associated with certain mental disorders, such as anxiety and depression (Stavropoulos et al., 2015).

1.6.4 Undergraduates

In both Cambridge and Oxford Learner's Dictionary, undergraduates is defined as a student from a college or university who is studying for their first degree (Oxford Learner's Dictionary, n.d.; Cambridge Dictionary, n.d.). Bachelor's degrees and other professional qualifications are under undergraduate studies, where the students' age range is usually from 18+ or 19+ (StudyMalaysia.com, 2015).

There is no age limit to enter tertiary education (The Star, 2018). As long as someone is doing his/her first degree in a college or university, he/she is an undergraduate student. The author of the article also shares that the oldest undergraduate student who had enrolled was 84 years old.

Operational definition

1.6.5 Parenting Style

The operation guiding and leading their children towards character and personality development through the actions of love, caring, support, and enforcement of rules measured by the scores of Scale of Parenting Style (SPS) constructed by Gafoor and Kurukkan in 2014

to measure the four types of perceived parenting styles, namely authoritarian, authoritative, permissive and neglectful parenting styles.

1.6.6 Academic dishonesty

The operational definition of academic dishonesty is the student's attempt or actions of using unlawful or unauthorized methods to complete a school task or examination that leads to feelings of unfairness among other students who are not involved in this type of behaviour by measuring the score of academic dishonesty by Academic Dishonesty Scale (ADS) by Eastman, Eastman, and Iyer (2008).

1.6.7 Self-esteem

Self-esteem is operationally defined as an individual's evaluation of his or her own sense of self worth based on their value and capability to achieve different goals in life. The global self-worth is measured through the Rosenberg Self-Esteem Scale developed by Rosenberg (1965) by measuring an individual's positive and negative feelings about themselves.

1.6.8 Undergraduates

Undergraduates is operationally defined as students studying in college or university to obtain their first bachelor's degree. In Malaysia, majority undergraduates attend college or university between the age of 18-24 years old, which is after the completion of their secondary education or obtaining sijil Pelajaran Malaysia (SPM). Undergraduates participants will be recruited and asked to fill in their demographic information in the questionnaire prepared.

1.7 Significance of study

As shown in the previous study, academic dishonesty is a phenomenon that is slowly increasing throughout the Covid-19 pandemic. The leading factors have been discovered, and parenting style is suggested to be one of the reasons that lead to cheating behaviour. Besides, previous study has mentioned self-esteem is also a factor that leads students to perform malpractice in their examination. Interestingly, self-esteem has played an interesting role among both parenting styles and academic dishonesty whereby a positive relationship was shown between parenting styles and academic dishonesty. Therefore, the current study intends to set self-esteem as the mediator in the study and emphasise on undergraduates which is less mentioned in previous studies.

1.7.1 Parents

The current study aims to guide families in discovering how parenting styles affect children's behaviour. For example, suppose there is a relationship between parenting styles and cheating behaviour. In this case, a concept is formed to allow parents to understand which type of parenting styles would be most suitable to be practiced in raising their children, especially when it comes to curbing cheating behaviour. In this case, the parents can avoid having a weak parenting style that might negatively affect their children in the future. Besides, the current study also aims to justify whether parenting styles indirectly lead to academic dishonesty of the students by affecting the students' self-esteem. This allows parents to understand how students' self-esteem affects their academics and the importance of nurturing their children's self-esteem throughout the process of growth.

1.7.2 Students

The results of the current study aims to benefit students by creating an awareness that allows them to explore the current undergraduate's norms in terms of cheating behaviour among themselves. It also provides an idea of possible factors that might lead them to perform cheating behaviour and the consequences caused by this issue. Besides, it also aims to spread awareness among students regarding the importance of improving, maintaining or building their own self-esteem. The goal of the current study is to educate students through creating awareness among the society, parents, and students themselves in order for students to lead a better, brighter future by curbing dishonest behaviour.

1.7.3 Society and knowledge contribution

The results of the current study aim to be capable of helping society to reduce delinquent behaviour among its citizens. In other words, it will be able to minimize the crime rates in society. Studies have proven that cheating behaviour predicts children's delinquent behaviour in the future (Rohrbach et al., 2005). Parents who apply appropriate or suitable parenting styles in raising their children directly reduces the occurrence of delinquency behaviour among their children. Furthermore, this allows society to acknowledge the importance of maintaining self-esteem of the students and the importance of practicing suitable or appropriate parenting styles. Appropriate teaching styles can also be implemented in the educational field to maintain the self-esteem of the children when the importance of maintaining self-esteem among students is highly acknowledged. Other than that, the current study allows the society to understand and address the factors that trigger academic dishonesty or any cheating behaviour so that solutions will be generated in order to curb this issue. In addition, the results of our study are able to contribute knowledge to the future

researchers and the society. They can have the idea of the relationship between parenting style, self-esteem and academic dishonesty in Malaysia's context. The researchers can benefit from our studies and do future research based on the results. Besides that, our study highlighted four types of parenting styles including authoritarian, authoritative, permissive and neglectful parenting styles, which point out the difference between other studies which includes only three parenting styles. Therefore, the society or the government is able to come out with a much complete intervention and information to acknowledge the parents well.

1.8 Conclusion of the Chapter

This chapter highlights the lack of research studies on parenting styles that lead to a concerning issue in the education setting, which is academic dishonesty, among youngsters with justification provided, Selection of research method is formulated after the construction of research objectives, research questions and hypotheses. Reviews of previous research studies done by scholars are discussed next.

Chapter II

This section will discuss the literature reviews on parenting style, academic dishonesty, self-esteem, and the correlation between them. Conceptual framework and theoretical framework will also be discussed to illustrate the relationship between the independent and dependent variables moderated by a moderator variable.

2.1 Parenting style

Different parents have different ways of disciplining their children. The distinctive practices and behaviours are generally classified into four styles. The variety of styles are called parenting styles, which includes authoritative, authoritarian, permissive as well as neglectful parenting styles. Parenting style is an element that has a great impact on children's development. This has been consistently shown and proven in ample studies (Estlein, 2016).

As mentioned above, parenting styles are about two dimensions, demandingness and responsiveness. High responsiveness and demandingness shapes authoritative parents while low responsiveness and demandingness shapes neglectful parents. When parents display high demandingness but low responsiveness, they practice authoritarian parenting. Meanwhile, when parents have low demandingness and high responsiveness, they are permissive (TM Pham & Ng, 2019).

Children with authoritative parents usually display better performance in school, exhibit lesser behavioural problems and are better in prosocial skills. They are independent and self-motivated. Children with neglectful parents are completely opposite of authoritative parents. They usually perform poorly in academics, experience more behavioural problems and are poor in prosocial skills. They are emotionally detached, and some studies even show

that children with neglectful parents have developmental issues, cognitively as well as physically (Estlein, 2016; Moghaddam et al., 2017).

On the other hand, authoritarian parents' children are very dependent on their parents. They are usually withdrawn from the social world and appear weak when it comes to socialising with people. They have poor stress and depression management. However, as they avoid disappointing their parents, they would perform moderately well in school. For children of permissive parents, they are self-centered and bad tempered. They are often characterized as immature because they tend to be hot-headed and act impulsively. These children usually perform poorly in school because their parents are lenient. Interestingly, they possess a high self-perception of themselves, which is known as high self-esteem (Estlein, 2016; Moghaddam et al., 2017).

Some researchers study parenting styles with paternal parenting styles and maternal parenting styles separately. For example, Milevsky et al. (2007) and Estep et al. (2017) have divided parenting styles into maternal parenting styles and paternal parenting styles by studying Father's Authoritativeness, Father's Authoritarianism, Father's Permissiveness, Mother's Authoritativeness, Mother's Authoritarianism, and Mother's Permissiveness.

2.2 Academic Dishonesty

Academic dishonesty can be in various forms which includes plagiarism, using short notes to cheat in the examination, asking somebody to sit for the examination on behalf of them, exchanging work with other people and many more (Underwood & Szabo, 2003). Due to the Covid-19 pandemic, academic dishonesty among students has been widely increased. The implementation of e-examination reduces the contact between each other especially among student and lecturer (Robinson-Zañartu et al., 2005; Walker, 2010), which eases the

students to perform academic dishonesty during their online examinations (Peled et al., 2019; Chuang, 2015).

Elsalem et al. (2021) have made a study to compare the academic dishonesty between physical examinations and online examination and to examine the student's preference through the means of examination. The study has recruited 730 medical science students at Jordan University of Science and Technology by using google survey form. Among the participants, 44.93% of them have reported performing academic dishonesty during online examination; 20.41% have sought help from their friends and 24.52% have referred to possible sources. Besides, Janke et al. (2021) has found that there is a high rate of academic dishonesty during the Covid-19 season. The researchers have done a study among 3005 undergraduate students in Germany. Although the frequency of taking physical examinations is higher compared to online examinations, the results have found that the frequency of cheating in online examinations is higher than physical examination.

On the other hand, the reasons that students perform academic dishonesty have been suggested in previous studies. In a research conducted in a science and technology university, students have mentioned that the content of examinations are not related to what they learned in the class (Elsalem et al., 2021). Thus, more time and effort are needed to prepare for the examinations. Students who fail to be well-prepared before entering the examination hall might be taking the risk to engage in dishonest behaviour in order to achieve better grades (Elsalem et al., 2021). Additionally, Robinson-Zañartu et al. (2005) and Walker (2010) have also suggested that the convenience of current digital technologies has made it easier for students to perform academic dishonesty. Walker (2010), has explored the plagiarism rate among 569 second year international business class students at a New Zealand University for five years. The students were required to complete the assignment with the similar topic

provided by the researchers. The assignments were submitted to Turnitin upon completion. On average, a quarter of the assignments completed by the students were found to be involved in plagiarism. Moreover, a study conducted by Robinson-Zañartu et al., (2005) has supported that technological advancement has definitely increased the accessibility for students to copy paste work from other sources which leads to a high rate of plagiarism.

In this case, it has been proven that the rate of academic dishonesty has been dramatically increased ever since the technologies have started to improve and advance. Therefore, it was proposed that the current situation (Covid-19 pandemic) is much easier for students to perform academic misconduct when everything has to be completed online. Students are very likely to be involved in academic dishonesty especially when peer are present to instigate them in performing such acts (Bashir & Singh, 2019) due to lack of control and monitor by the lecturers which have lessened the risk of performing examination malpractice (Robinson-Zañartu et al., 2005) .

2.3 Self-esteem

According to Rosenberg (1965), self-esteem is generally defined as how good an individual feels about themselves and the sense of self-worth within an individual. People with high self-esteem are usually assertive, pleased, and display self-respect, whereas people with low self-esteem usually display signs of anxiety, lack confidence, are self-critical and experience inconsistent self-concept (Palermi et al., 2017).

There is a growing body of literature that investigates the brief characteristics of people with low self-esteem. People who have low self-esteem tend to withdraw themselves from a task because they are uncertain about their own abilities (Obineli & Ezioko, 2019). When it comes to group discussions, they tend to be passive and quiet because they have the

perception of not being able to succeed or incapable to achieve certain things even if they have given their full effort. They tend to hesitate to provide their own opinions to others because they fear rejection (Coopersmith, 1967). Study by Obineli and Ezioko, (2019) Individuals with low self-esteem often try to impress others to gain a sense of self-worth. They tend to exploit others and treat people with contempt. They lack self-confidence and often doubt their worth and acceptability, making themselves risk averse. Additionally, people with low self-esteem frequently utilize counterproductive coping mechanisms such as bullying, quitting, evading, and cheating (Obineli & Ezioko, 2019).

Besides the characteristics of low self-esteem mentioned above, previous research has established the factor that affects self-esteem. There are a few studies that propose the development of self-esteem starts in early childhood, especially in the formation of parents' child relationship. In other words, parents play an important role in shaping and developing their children's self-esteem (Mc Cabe & Timmins, 2006; Dwairy, 2004). Pinqart & Gerke (2019) examined 116 studies with a total of 53762 respondents about the association between parenting methods and self-esteem. Among all the 116 studies, parenting styles are measured by Parental Authority Questionnaire, Parenting Styles and Dimensions Questionnaire and related instruments. Self-esteem was assessed by the Rosenberg Self-Esteem Scale, the Coopersmith Self-Esteem Inventory, versions of Harter's Self-Perception Profile and other related instruments. Intriguingly, it was concluded that parenting styles do have an effect on the self-esteem of their children. In this study, authoritative parenting leads to high self-esteem of their children, oppositely, authoritarian and neglectful parenting styles were found to be related to low self-esteem. However, this study has failed to demonstrate the relationship between permissive parenting with self-esteem as the results obtained were inconsistent.

On the other hand, Hong, Long, & Abdull Rahman (2015) have conducted a study that requires the participants to fill in the Parental Authority Questionnaire (PAQ) and Questionnaire of Rosenberg Self-Esteem Scale (RSES). The study has identified that permissive parenting styles were practiced by the students in a public university Malaysia. Another crucial finding is that permissive parenting styles and adolescent's self-esteem are positively correlated. In other words, the higher the permissive parenting styles, the higher the self-esteem of an individual.

Additionally, previous research was also conducted to find the negative consequences of low self-esteem. Edwards (2005) has justified that low self-esteem and delinquency are correlated. Delinquent behaviour such as violence, damaging school property and fighting is a common phenomenon that actively occurs in schools. Therefore, the research has implemented a program to raise the level of self-esteem among the students from the school. It was interesting to find out that after the implementation of the program, the self-esteem of the students has increased, and the occurrence of delinquent behaviour in the school has decreased. Furthermore, Chiu, Hong, and Chiu (2016) has proposed a study regarding self-esteem and cheating behaviour. 232 valid questionnaire forms were received from undergraduate students aged from 18 to 22 years old in Taiwan. The researchers have identified that students who lie more frequently than their peers are more likely to display lower self-esteem. The results indicated that people construct and create lies to make themselves look better from other's perspective due to fear of rejection. Through covering themselves with lies, they are able to maintain and strengthen their self-esteem. Overall, these studies have provided clear evidence that low self-esteem might be one of the biggest factors that lead to negative behavior.

Previous studies have widely discussed the cause and consequences of low self-esteem, however, the studies display lack of concern regarding the gender difference of self-esteem. There were only a few papers that examined females to display lower self-esteem compared to males (Heaven & Ciarrochi, 2008; Dar & Wani, 2017). The researchers have justified that physical changes could be one of the factors that contributes to the shift in self-esteem among women. Due to increased body fat and changes in body shape, females are more likely to be dissatisfied and feel insecure with their bodies. Contrarily, as males gain muscles and strength throughout puberty, they tend to feel better of themselves thus leading to a higher self-esteem (Obineli & Ezioko, 2019). However, the results are less supported as there is a study conducted that implies there is no difference in self-esteem among gender (Chiu et al., 2016) . The gender difference of self-esteem will be further revised in future research studies.

2.4 Parenting Styles and Academic Dishonesty

Based on earlier studies, parenting style is one of the factors that leads to academic dishonesty. Nwosu et al. (2020) has conducted a study among 742 students in a secondary school. They are required to complete questionnaires to determine the parenting styles practiced by their parents, their academic self-efficacy as well as their past experiences or encounterance in examination malpractice behaviour. The study has concluded that students who are educated through authoritative parenting styles are unlikely to perform malpractice in the examinations. Conversely, students who are brought up by permissive parenting styles display a higher tendency to perform examination malpractice. Beside, William & Ciarrochi (2019) have also found that parents who educate their children with authoritative parenting styles by both parents will increase their intrinsic and extrinsic values. The results of the

study concluded that among all the parenting styles, authoritative parenting styles leads to the lowest tendency of academic dishonesty, while permissive parenting styles leads to highest tendency of academic dishonesty.

Opiyo et al., (2018) have found a relationship between parenting styles and examination cheating in a secondary school in Kenya. The study involved 1908 students, and 70 teachers and principals. In the study, the participants were required to fill in questionnaires and were asked to attend a face-to-face interview for qualitative data to be collected. The study has examined a positive correlation between permissive parenting style and the tendency to cheat in examinations. In other words, students whose parents practice permissive parenting styles display a higher tendency to cheat in the examination. Therefore, permissive parenting is suggested to be the most unfit parenting style by the previous researchers.

Besides permissive parenting styles, authoritarian parenting styles were also discussed by previous researchers. Sarwar (2016) had done research between two mothers who have experienced delinquency through conduction of interviews. Both of the mothers partially support authoritarian parenting styles and prefer authoritative parenting styles. According to the interview conducted, both mothers admitted that authoritarian parenting styles display a high tendency of children to engage in delinquent behaviour. Researchers believe that authoritative parents will provide encouragement to their children in the midst of overcoming challenges in life (Khan et al., 2014). However, authoritarian parenting has the tendency to lead to negative behaviour among children as authoritarian parents are more forceful, corrective and strongly believe that their children must obey their rules (Hoskins, 2014).

2.5 Parenting Style and Self-esteem

Various studies have shown the relationship between parenting styles and children's self-esteem. In the study of Orth (2018), he found that the quality of home environment predicts an individual's self-esteem later in life. The home environment includes parenting styles, cognitive stimulation, and physical environment in the individual's early childhood.

There are studies that show a significant positive relationship between authoritative parenting styles and self-esteem. For instance, in the study conducted by Moghaddam et al. (2017) in Iran, they have recruited 150 primary school children and their parents. They found that children whose mothers practice an authoritative parenting style tend to display a higher level of self-esteem. Another findings from the study show that the children of permissive parenting style have lower levels of self-esteem.

Other than that, Mogonea and Mogonea (2014) completed a study on 112 Romanian teenagers aged between 16 to 18 years old and their parents. They have confirmed a significant relationship between authoritative style and positive self-esteem. At the same time, they found that the relationship between permissive parenting style and teenagers' self-esteem is negative.

The relationship between self-esteem and authoritarian as well as neglectful parenting styles are generally similar across different studies. Children of authoritarian parenting style will have higher self-esteem as compared to children of neglectful parenting style. Self-esteem of children of neglectful parenting style is the lowest compared to other parenting styles.

In a study conducted by Milevsky et al. (2007), it was concluded that students who had an authoritative mother have higher self-esteem than the other groups. Other than that, students who had an authoritative father have higher self-esteem levels than those who have

authoritarian, permissive and neglectful fathers. In short, this study exhibits that parenting styles do facilitate self-esteem whereby students with authoritative parents have the highest self-esteem level whereas students with neglectful parents have the lowest self-esteem level.

In another study by Martínez et al. (2007), 1239 Brazilian adolescents aged between 11 to 15 years old were sampled. Results show that students who have parents that are high in responsiveness display higher self-esteem. It means that parents with permissive and authoritarian parenting styles cause children to have higher self-esteem than the authoritarian and neglectful parents. Nevertheless, the results of this study show that authoritative parenting style is less conducive to self-esteem compared to permissive parenting style.

2.6 Academic dishonesty and Self-esteem

The relationship between self-esteem and academic dishonesty has been discussed by the previous researcher. Researchers have suggested that students who have low self-esteem are likely to perform academic dishonesty (Farias & Pilati, 2021). According to Farias and Pilati (2021), the study found there is a significant negative correlation between descriptive norms and self-esteem. This result has proved that students who have lower self-esteem will have strengthened the influence of descriptive norms on the student's behavior.

This study was supported by Aronson and Mettee (1968), where they have found that people who have low self-esteem will have a higher tendency to commit immoral acts. Besides that, David (2015) has also proved that self-esteem is negatively associated with academic dishonesty, which means the students who have higher self-esteem are less likely to cheat and students who have low self-esteem will have a higher tendency to cheat in their academics. Moreover, Iyer and Eastman (2006) have also found students that have lower

self-esteem will have a higher level to engage in academic dishonesty compared to students who have high levels of self-esteem.

There are several explanations regarding the results found by the previous researchers. Researchers believed that student's self-esteem and their ethics are related (Husain, 2020). Students who have low self-esteem tend to perform dishonesty in their academics because they believe that they can perform better (Husain, 2020). By doing this, they can prove themselves and make themselves look better from others perspective. At the same time, they can avoid the feeling of being rejected by others due to their low academic performance. Hence, once their results are improved, they gain a lot of benefit from the environment and slowly will improve their self-esteem (Chiu et al., 2016).

In addition, researchers found the reason that students who have high self-esteem have a lower tendency to cheat. Students who have high self-esteem were believed to spend more time on their learning and study materials and they also behave positively in school. They are less likely to engage in any antisocial or deviant behavior in the school (Zheng et al., 2020).

2.7 Parenting Styles, Self-esteem and Academic Dishonesty

Parenting styles are suggested by Aqeel et al. (2014) to be the main factor of developing and forming self-esteem. Past research studies across different societal norms and ethnicities have suggested that maladjustments in children are correlated to parenting styles practiced by parents. For instance, optimal adjustment in children is linked to authoritative parenting styles. Apparently, parenting style practiced by parents is a huge contributor towards their children's growth, general well-being and education in terms of academic achievement.

Furthermore, parenting styles show an impact on children's process of learning in addressing their behavioral, psychological, and emotional issues (Aqeel et al., 2014). According to a study conducted by Moghaddam et al. (2017), only the authoritative parenting style displays a significant relationship with self-esteem in children, and the overall self-esteem among children whose parents practice authoritative parenting style is higher compared to other parenting styles. Results from a study conducted by Zakeri and Karimpour (2011) revealed that authoritative parenting styles are significant positive predictors of children's self-esteem. On the other hand, the children whose parents are practicing authoritarian parenting styles display lower levels of self-esteem as their parents are overly strict and controlling which actually affects their abilities to cope with difficulties, rationalise, and handle situations (Jadon & Tripathi, 2017). Consequently, their self confidence and self-esteem declines over time.

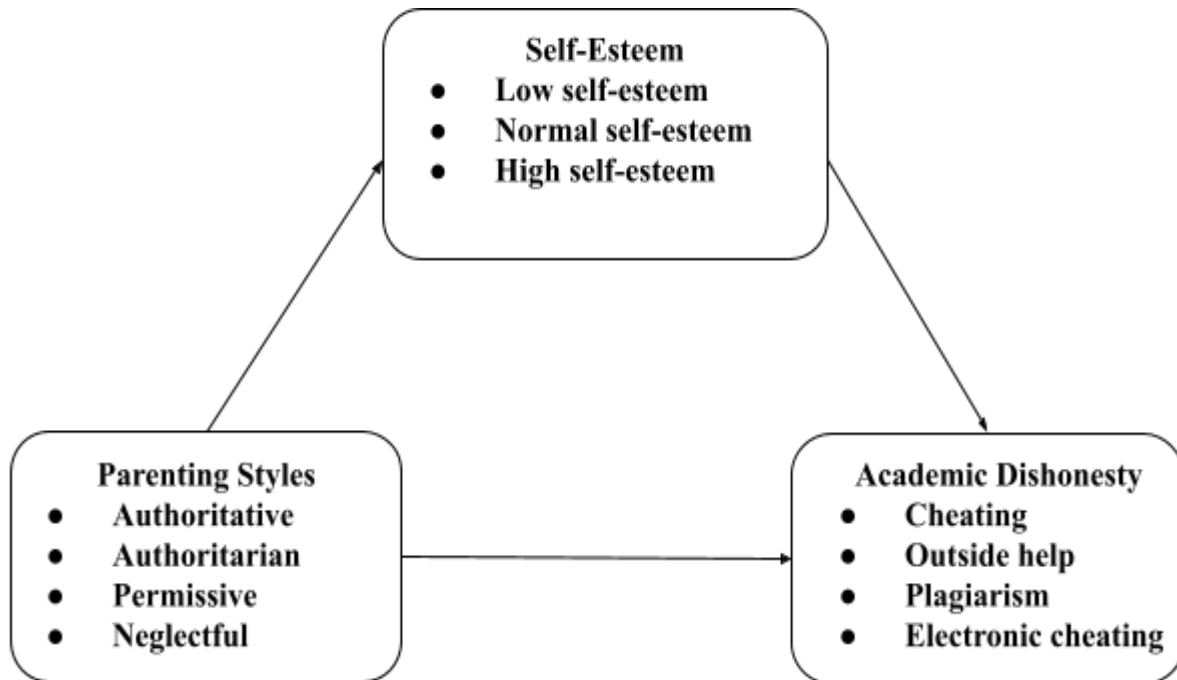
According to Murdock et al. (2001), the way students in their studies perceive and evaluate their self-esteem might be a determinant of their attitudes towards malpractice in examinations. Sommer and Baumeister (2002) suggested that individuals who acquire higher levels of self-esteem are more likely to complete difficult and challenging tasks compared to those who have lower self-esteem. For instance, students with lower self-esteem might perceive that he or she does not have the ability to perform well academically. Thus, if the students perceive that they are unable to complete tasks required for high performance, they are more likely to cheat during examinations. It was also supported by a study conducted by Anierobi et al. (2020) which have stated that low self-esteem is a factor that leads students to develop the sense of fear towards failure and hence is adopted with the positive attitude towards academic dishonesty, or engage in examination malpractice. Moreover, parenting styles practiced by parents are crucial in the enhancement of their children's academic

achievement as the level of involvement and support given motivates their children to work towards academic success. A study by Hesari and Hejazi (2011) displays a positive relationship between self-esteem and authoritative parenting style in terms of encouraging children to engage in activities that enhance their self-esteem. However, children brought up by parents who practice permissive parenting tend to have low self-esteem and this leads to issues in maladjustment in their later life.

Findings from a study conducted by Laura (2015) concluded that students with higher levels of self-esteem tend to show lower tendency of engaging in academic dishonesty, meaning that students who value themselves and have a strong sense of self control and anticipation, would perceive that the results of an actions depend on their own actions, which leads them to reduce the frequency of dishonest behavior. In other words, individuals who have high self-esteem tend to be highly aware of the consequences of their actions, thus, they are less likely to engage in cheating behavior. Additionally, the parentings styles adopted by parents in nurturing their children may display the direction of values and the conviction of the best method in training their children. Values that are transmitted through different parenting styles will affect their children's future approaches in resolving challenges or issues in life (Suleman et al., 2015). For example, parents who practice permissive parenting styles might encourage their children to indulge in academic dishonesty to achieve academic success.

2.8 Conceptual framework

The diagram below illustrates the relationship between independent variable (parenting styles) and dependent variable (academic dishonesty) moderated by the moderator (self-esteem).

Figure 1*Conceptual framework*

2.9 Theoretical framework

2.9.1 Parenting Style Theory

Baumrind introduced the parenting styles theory in the 1960s. According to his theory, there are 3 types of parenting styles, namely authoritative, authoritarian, and permissive parenting styles. After that, the theory was extended by Maccoby and Martin in the 1980s, whereby neglectful parenting style was added (TM Pham & Ng, 2019).

Over the years, this theory has been used by many researchers in different fields of studies, such as children's behaviour, attachment styles, emotional intelligence, etc. Baumrind suggested that different kinds of behaviours exhibited by children are closely related to a specific kind of parenting style. In other words, it means different kinds of parenting styles affect children's developmental outcomes differently (Li, 2021).

The reason this theory was chosen for this study is that this is the most widely used theory when it comes to investigating the concept of parenting styles.

2.9.2 Maslow's Hierarchy of Needs Theory

According to Abraham Maslow (1943), esteem is a need. In the Maslow's hierarchy model that was introduced in 1943, there are a total of five tiers and esteem is on the fourth tier (Corporate Finance Institute, 2020). Only when a tier is satisfied, the humans will then be motivated to proceed in striving for the next need (Bhatt & Bahadur, 2018). Therefore, in order to satisfy esteem, the first three tiers have to be satisfied before satisfying the fourth tier (esteem).

The first tier is the physiological need, which are the biological requirements for humans to survive. For example, water, food, shelter, etc. The second tier is safety needs, which includes financial security, emotional security as well as physical protection, in other words, free from injuries. The next level is need for love and belongingness, this refers to the formation of ties or emotional relationship with people. It emphasizes that people have a need to be in a group. Then, the fourth tier is esteem need where self-worth, respect and accomplishment are taken into account. Maslow has classified esteem into two categories, self-esteem and the desire of gaining respect or reputation from others. Maslow also states that the most important element for children and adolescents to precedes real self-esteem or dignity is the need for respect or reputation. These four primary needs are called deficiency needs (d-needs). Lastly, the highest tier is self actualization, whereby people will be motivated to fully utilize their abilities and capabilities in achieving goals in life after they have satisfied other tiers of needs (Mcleod, 2020). This tier is called growth or being needs (b-need).

The Maslow's Hierarchy of Needs Theory was chosen in this study because researchers suggested that parents play an important role in fulfilling each level of needs of children. In order to let the children develop self-actualization, all the d-needs must be fulfilled (Black, 2019). Parents are responsible to provide necessities for their children, make sure that they are safe and fully protected, as well as provide sufficient love and care for their children. All these are necessary in building children's self-esteem and thus aid the children in achieving self-actualization.

2.9.3 Rational Choice Theory

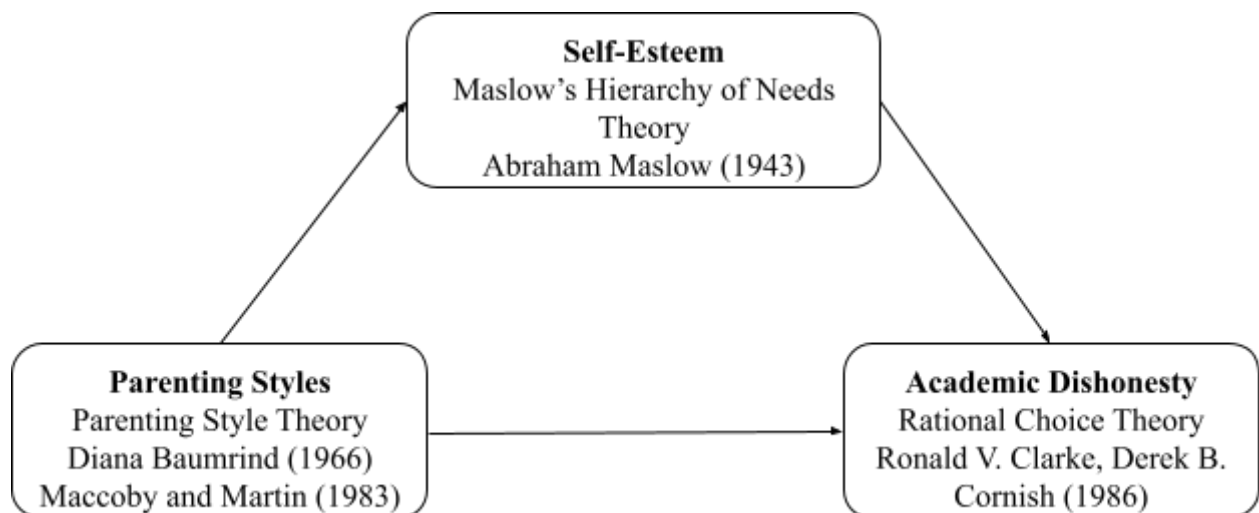
In 1986, Ronald V. Clarke and Derek B. Cornish presented rational choice theory (Kroes et al., 2009). This theory suggests that people always make choices based on logical decision-making processes. All costs and benefits will be taken into consideration when people discover other possible options. The final decision will always be the one that brings the greatest benefit to oneself. Same goes to academic dishonesty behaviour, it involves the cost-benefit analysis before a person decides to cheat (DiPietro, 2010). In particular, the negative effects of cheating may include the risk of being caught and the punishment incurred, while the positive effects may include getting good results and receiving rewards.

Rational choice theory was chosen for this study because researchers believe that academic dishonesty is a decision to be made by the students. Cheating in an examination is a planned action that involves careful considerations, such as selecting a method to cheat, dealing with consequences of cheating and so on. Researchers believe that students with low self-esteem tend to cheat in examinations (Farias & Pilati, 2021). This is due to poor evaluation of the self. As mentioned above, a poor self-esteem level has a relationship with parenting style.

Poor self-concept will lead to the development of fear of failure. Researchers also believe that the feeling of fear towards failure is related to high demanding parenting styles (Anierobi et al., 2020). For example, authoritarian parents' children always want to avoid disappointing their parents, so they are afraid of failing. Therefore, people choose to cheat in examinations in order to avoid failure (Anierobi et al., 2020). Besides, in the same study, Anierobi et al. (2020) states that low self-esteem tends to cause confusion and lead to wrong perceptions within the self. For instance, people with low self-esteem might form a perception that they are unable to perform well or as expected when it comes to handling difficult tasks, for example, sitting for examinations. Hence, they choose to engage in examination malpractice to avoid poor academic performance.

Figure 2

Theoretical framework



Chapter III

This chapter explains the ways in which the researchers carried out present research. It was required to apply a suitable method in obtaining data or findings. In order to obtain appropriate data, the researcher used a suitable and well-fitted research method according to its procedure. This section also explains the method used in conducting the research. It began with the research design along with how the researchers recruit the participants. The procedures and data analysis will also be discussed in this chapter.

3.1 Research Design

The current study consists of an independent variable, a dependent variable, and a mediator. The independent variable is parenting styles practiced by parents of undergraduates in Malaysia, the dependent variable is academic dishonesty among undergraduates in Malaysia, and the mediator is self-esteem of undergraduates in Malaysia.

This study utilized quantitative research methods. Quantitative research involves dealing with numbers and statistics by collecting and analyzing the numeric data (Bhandari, 2021). Primary data was collected via questionnaire survey method. The questionnaire was designed to gather participants' demographic background, parenting styles they received, their academic dishonesty behaviour, and their self-esteem level.

This study employed convenience sampling technique and snowball sampling technique in selection of sample size. Convenience sampling was a sampling method whereby there is no pattern in acquiring the respondents (Galloway, 2005). The researchers may collect the responses from a pool of respondents who are conveniently available. For instance, a pedestrian on the street. The convenience sampling method was chosen in the

current study because it was helpful for pilot studies and for hypothesis generation. Besides, by using this method, data collection was facilitated in a short period of time.

In snowball sampling, research participants were asked to assist researchers to recruit samples by providing referrals (Bhat, 2018). Researchers asked participants to share the online survey to their social network to aid the researchers in collecting data. This method allowed researchers to reach a wider range of target samples quicker.

3.2 Research Sample

The target population of the study was undergraduates in Malaysia aged between 19 to 24 years old. The sample size of the study was determined by using Monte Carlo Power Analysis for Indirect Effects. The mediation model chosen was “one mediator mediation model”, the objective selected was “Set Power, Vary N”, and the minimum sample size was set to 35, other settings remained default.

The correlation coefficients for each variable were inserted into the calculator to calculate for the power. The result shows the sample size number along with the lower limit, power, and upper limit.

The sample size number with the highest power was selected as the number of participants that we will be recruiting for our study. As the dependent variable, parenting styles has different categories, the analysis was run for a few times to get the average. Since most of the studies only emphasize 3 types of parenting styles, thus the analysis was run for 3 times.

After running the replications, the suggested number of sample sizes by Monte Carlo Power Analysis was 200 at 100% statistical power (see Appendix D). However, this study

collected 300 responses to avoid the issue of lacking responses due to incomplete responses provided by participants.

3.3 Instruments

3.3.1 Scale of Parenting Style (SPS)

This questionnaire was designed by Gafoor and Kurukkan in 2014 to measure the four types of perceived parenting styles, namely authoritarian, authoritative, permissive and neglectful parenting styles. There are two subscales, responsiveness and control with 19 items each. Since the 38 items are for one parent, thus in order to measure the authority for both parents, participants need to respond to 76 items. Sum scores of both parents were taken for the overall score of an item (Gafoor & Kurukkan, 2014).

The questionnaire utilized a 5-point Likert scale, ranging from 1 (Very Right) to 5 (Very Wrong). A high score means above median while a low score means below median. A parent who is rated high in both responsiveness and control, he/she is categorized as an authoritative parent. A parent who is rated low in both responsiveness and control, he/she is categorized as negligent parent. Moreover, when a parent is rated high in responsiveness but low in control, he/she is categorized as a permissive parent. Lastly, when a parent is rated low in responsiveness but high in control, he/she is categorized as an authoritarian parent. With the basis of these scores, researchers can determine the parenting style of each parent (Gafoor & Kurukkan, 2014).

According to the authors, Gafoor and Kurukkan, test-retest reliability for responsiveness subscale is $r = .81$ whereas for control subscale is $r = .83$ (Gafoor & Kurukkan, 2014). Based on the rule of thumb of the coefficient of stability, a scale with the value above $r = .80$ is considered as having a good reliability (Glen, 2016).

3.3.2 Academic Dishonesty Scale (ADS)

The original questionnaire of ASD was developed by McCabe and Trevino in 1993, consisting of only 12 items. Later, Brown (1996) added 2 items for his research in 1996 due to changes in technology. Lastly, Eastman et al. added another 3 items into the scale due to the technological advancement (Eastman et al., 2008).

The current study will be adapting Eastman et al. 's scale. This scale measures if the participants have ever performed academic dishonesty. There are 17 items in this scale, utilizing a 5-point Likert scale, ranging from 1 (never) to 5 (many times). With a higher score (above median) indicating greater academic dishonesty (Eastman et al., 2008). In this scale, academic dishonesty has been categorized into four categories, namely cheating, outside help, plagiarism, and electronic cheating.

Based on the rule of thumb of Cronbach's alpha, the value above $\alpha = .70$ is considered good and value above $\alpha = .80$ is considered better (Davis, 2021). Eastman et al. reported that the Cronbach's alpha value for the overall scale is $\alpha = .878$, which means that the scale is reliable (Eastman et al., 2008).

3.3.3 Rosenberg Self-Esteem Scale (RSES)

This questionnaire was developed by Morris Rosenberg in 1965 to measure global self-worth, including both positive and negative feelings of oneself. RSES has been translated to many languages and was widely used by many researchers to study self-esteem.

This is a short self-reported questionnaire that only consists of 10 items. A 4-point Likert scale was utilized, ranging from 1 (Strongly Agree) to 4 (Strongly Disagree). There are 5 reversed items in this scale (item 2, 5, 6, 8, and 9). The sum of scores from all 10 items (after reverse scored necessary items) indicate the self-esteem level. This

scale ranges from 10 to 40. The higher the score, the higher the self-esteem level.

Scores between 10-24 is considered as low self-esteem whereas scores between 25-35 is considered normal self-esteem. Scores between 36-40 will be considered as high self-esteem (Shirley Ryan AbilityLab, 2014).

The internal consistency of RSES was $\alpha = .77$, which means that this scale is reliable. This scale shows Cronbach's alpha value ranges from $\alpha = .72$ to $\alpha = .87$ while it was being used for various independent studies. In consideration of such high cronbach's alpha value, the reliability of RSES increases (Statistics Solutions, 2021).

3.4 Procedure

Before distribution of the survey, researchers have applied for ethical clearance to conduct the research from UTAR Scientific and Research Committee. Upon the approval, the researchers proceeded to distribute the questionnaire via Qualtrics online survey tool. The link of the surveys was disseminated through social media platforms, such as Facebook, Instagram, Whatsapp, Telegram, WeChat as well as Microsoft Teams.

A self-administered questionnaire that consists of four sections was designed and prepared in English. The survey contained five sections in total. Section A aims to obtain demographic information of the respondent. In the current study, the information needed to obtain is the respondents' gender, age, and tertiary education institutions they are enrolled in. The first two sections are related to the Scale of Parenting Style (SPS) whereby section B is Father's SPS and section C is Mother's SPS. These two sections are required to assess parenting style practiced by the participants' parents. Section D is the Academic Dishonesty Scale (ADS). This instrument measures academic dishonesty. Lastly, Section E is the

Rosenberg Self-Esteem Scale (RSRS). This scale is to evaluate the individual's self-esteem level.

All sections were close-ended questions by which respondents had to rate each question with Likert-scale. Confidentiality of responses will be assured and maintained to help increase response rate. The results of the study were then measured, analysed and recorded.

3.5 Pilot Study

A pilot study is a study conducted on a smaller scale compared to the actual full-scaled study. A pilot study helps researchers to identify whether their study is achievable, and if the researchers are able to proceed with their current study. The pilot study is crucial to help researchers to make amendments and improve the quality and efficiency of their studies, and also to help the researchers to be more familiar with the procedures involved in the actual study through conducting pilot study.

In addition, pilot studies are planned and executed to address some potential issues before implementing the actual study. Potential issues include recruitment issues, retention of participants, unfit procedures (Morin, 2013). Besides, conducting a pilot study provides the opportunity to train the researchers to evaluate how collected data will be analyzed for possible issues, and to clarify what resources will be needed in the study (Teijlingen & Hundley, 2002).

A pilot study was conducted in the current study in order to reflect the procedures of the study and to validate the feasibility of the research. To validate the feasibility of the research, it was crucial for the researchers to assess the inclusion and exclusion criteria of the participants. In the current study, the inclusion criteria of the participants include

undergraduate students in Malaysia aged between 19 to 24 years old, and the exclusion criteria includes undergraduate students who are below or exceed the age range given (19 to 24 years old) and refusal to complete the questionnaire.

Secondly, it is important to test the instruments used for measurements in the study to validate the feasibility of the research. A pilot study also aims to prepare the researchers to ensure they are fully aware of, and understand the purpose, method, and procedures of the study (Junyong, 2017). Furthermore, it is crucial to review and analyze whether the data collection method is suitable for the current study. The procedures used to conduct the pilot study will be discussed in the next paragraph.

Firstly, a total of 30 undergraduates in Malaysia aged between 19 to 24 years old were recruited to be the participants in the pilot study through convenience sampling method. This method constitutes non-random sampling (Sedgwick, 2013). Convenience sampling in the pilot study involves selecting participants because it is convenient, and they are easily accessible. The samples of the pilot study are not selected randomly from the population of all undergraduate students meeting the inclusion criteria. Thus, not all members of the population have the equal probability of being selected.

The researchers have gone through the online questionnaire in order to detect potential error and to make possible amendments before circulating it. The links of the online questionnaire are then sent to the participants through Qualtrics. The platforms that will be used by the researchers include Microsoft Teams, Facebook, WhatsApp, WeChat, and Instagram. After collecting responses from the participants, the reliability and validity of the Scale of Parenting Style (SPS), Academic Dishonesty Scale (ADS) and Rosenberg Self-Esteem Scale (RSRS) are tested. Statistical analysis was performed to test the hypothesis proposed in the current study.

Table 3.5.1*Reliability Coefficient for All the Measures Used in Pilot Study*

Measures	No. of items	Crohbach's alpha
		Pilot study (n = 30)
Scale of Parenting Style (SPS)	76	.940
Academic Dishonesty Scale (ADS)	17	.922
Rosenberg Self-Esteem Scale (RSRS)	10	.800

Table 3.5.1 demonstrated the results of reliability coefficients for all the instruments used in the pilot study. All the instruments were considered reliable as the Cronbach's alpha values were all higher than $\alpha = .80$. Results were then discussed among the researchers and no amendments were made to proceed with the current study.

3.6 Data Analysis

The current study employs different statistical tests. The list of the statistical tests to be used are shown in table (Table 3.6.1). Pearson correlation will be used in the current study to test hypothesis one and hypothesis two to measure the relationship of independent variables (parenting styles) with the dependent variable (academic dishonesty) mediated by the mediator (self-esteem). Besides, multiple linear regression will be used to measure the prediction between the independent variables (parenting styles) and mediator (self esteem) towards the dependent variable (academic dishonesty). Last but not least, independent T-tests will be used to test the gender difference which are the gender difference in the level of self-esteem among undergraduate students (hypothesis four) and gender difference in frequency of academic dishonesty among undergraduate students (hypothesis five). All

statistical tests will be using International Business Machines Corporation; Statistical Package for the Social Sciences (IBM SPSS).

Table 3.6.1

Statistical test used for each hypothesis

Hypothesis	Statistical Test
H1: There is a significant relationship between parenting styles and academic dishonesty among undergraduates in Malaysia.	Pearson Correlation
H2: There is a significant relationship between parenting styles and self-esteem among undergraduates in Malaysia.	Pearson Correlation
H3: There is a mediating effect of self-esteem between parenting styles and academic dishonesty among undergraduates in Malaysia.	Process Macro
H4: There is a gender difference in self-esteem among undergraduates in Malaysia.	Independent T-test
H5: There is a gender difference in academic dishonesty among undergraduates in Malaysia.	Independent T-test

Chapter IV

This chapter would be discussing the analysed results and findings from the collected responses of undergraduate students in Malaysia. The results were analysed based on the title of our study - “The Mediating Role of Self-esteem in The Relationship Between Parenting Style and Academic Dishonesty Among Undergraduates in Malaysia.”. All the data collected from the responses were analysed using IBM SPSS Statistics 24. The tests that were used in the present study include descriptive analysis, reliability test, inferential analysis that is conducted using Pearson’s correlation analysis, PROCESS macro analysis and Independent Samples T-test.

Figure 3

Outlier: Boxplot for Academic dishonesty

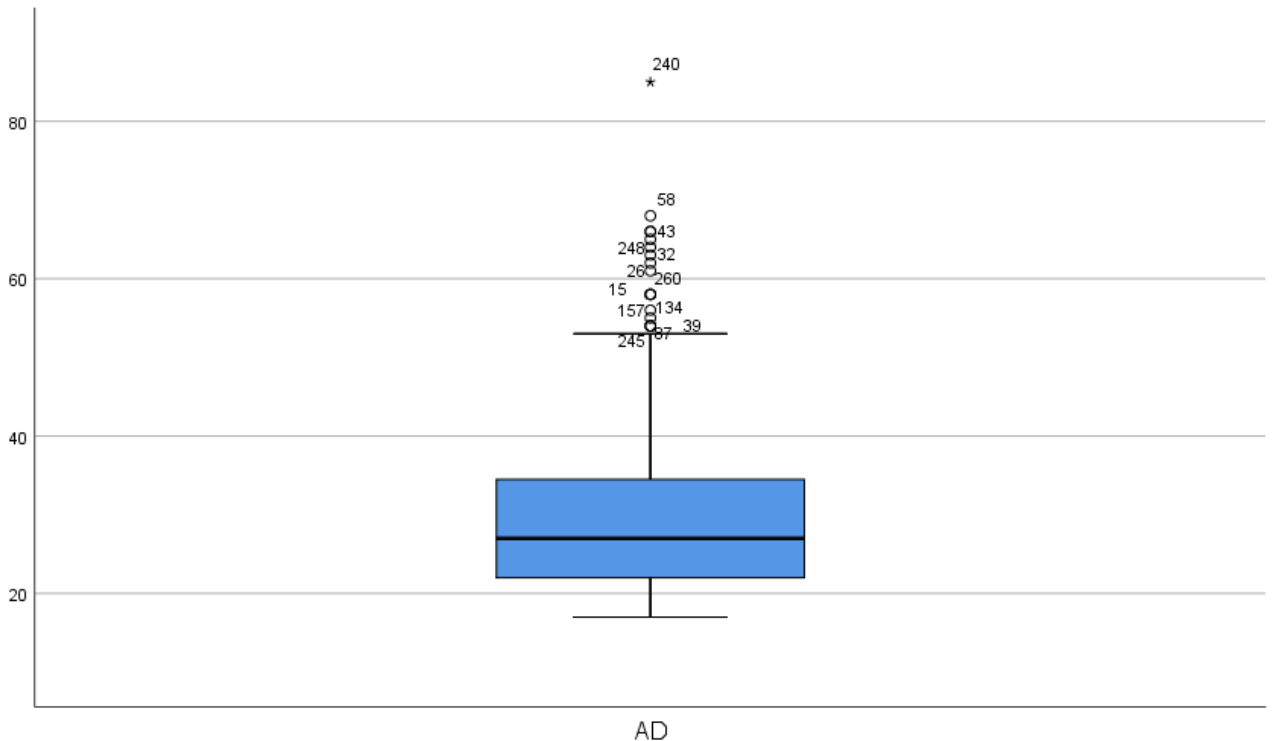


Table 4.1*Skewness and Kurtosis of variables*

Variable	Skewness	Kurtosis
Parenting Styles	-.362	.373
Academic Dishonesty	1.522	2.568
Self-esteem	.201	.945

Responses were collected from a total of 358 survey respondents who participated in this study. However, only 283 responses were eligible to be used in order to proceed the study. 74 responses were rejected due to incompleteness of the questionnaires and did not fulfil the requirement(s) of the study; 1 response (see figure 3) was rejected because it was detected as an outlier after calculation using the SPSS. The skewness and kurtosis analyzed for parenting styles were (Skewness = -.362, Kurtosis = .373), academic dishonesty (Skewness = 1.522, Kurtosis = 2.568) and self-esteem (Skewness = .201, Kurtosis = .945). In this case, all of the variables were on the acceptable range of skewness and kurtosis value, which is between -2 to 2 for skewness and -7 to 7 for kurtosis, therefore the variable of present study are normally distributed (Hair et al., 2010; Bryne, 2010).

4.2 Descriptive Statistic

Table 4.2

Age, Gender, Ethnicity (N=283)

	n	%	M	SD	Min	Max
Age			21.42	1.171	18	24
Gender						
Male	117	41.3				
Female	166	58.7				
Ethnicity						
Malay	4	1.4				
Chinese	260	91.9				
Indian	17	6.0				
Others	2	.7				
Religion						
Muslim	5	1.8				
Buddhist	229	80.9				
Hindu	12	4.2				
Christian	29	10.2				
Others	8	2.8				

Note. n= Total number, %= Percentage, M= Mean, SD= Standard deviation

The total number of 283 participants were collected from the undergraduate students in Malaysia. Based on Table 4.2, the present study has collected responses from 117 males (42.3%) and 116 females (58.7%), which shows that male participants are slightly lesser

compared to female participants. The age of our participants ranged from age 18 to 24 years old, and the mean age is 21.42. Most of our participants are Chinese (260, 91.9%), followed by Indian (17, 6%), Malay (4, 1.4%) and others (2, 0.7%) who are Indonesian and Punjabi. As for the religion, most of the participants are Buddhist (229, 80.9%), followed by Christian (29, 10.2%), Hindu (12, 4.2%), others (8, 2.8%), which included Atheist, Sikh, and non-believer and the last is muslim (5, 1.8%).

Table 4.3

Year of study, Learning Style (N=283)

	n	%
Year of Study		
Year 1	18	6.4
Year 2	91	32.2
Year 3	147	51.9
Year 4	24	8.5
Others	3	1.1
Learning Style		
Online	82	29
Physical	5	1.8
Both	196	69.3

Note. N= Total number, %= Percentage

Based on Table 4.3, the present study participants are undergraduate students, majority were year 3 students (147, 51.9%), followed by year 2 (91, 32.2%), year 4 (24,

8.5%), year 1 students (18, 6.4%). 3 of them (1.1%) grouped as others are above year 4.

Furthermore, more than half of our participants have attended and experienced online and physical classes during their undergraduate studies (196, 68.3%), 82 of the participants (29%) have studied only online classes and 5 of them (1.5 %) have only experienced physical classes.

4.3 Inferential Statistics

Hypothesis 1: *There is a significant relationship between parenting styles and academic dishonesty among undergraduates in Malaysia.*

Table 4.4

Descriptive Statistics and Correlations for Parenting styles and Academic Dishonesty

Variables	N	M	SD	1	2
1. Parenting styles	283	263.35	35.597	-	
2. Academic Dishonesty	283	29.87	11.140	.709	-

Note. N= Total number, M= Mean, SD= Standard deviation

A Pearson Product-Moment Correlation (PPMC) was performed to examine the relationship between parenting styles and academic dishonesty among undergraduates in Malaysia. The means and standard deviations for parenting styles and academic dishonesty among undergraduates in Malaysia were presented in Table 4.4. The result of PPMC showed that parenting styles were not significantly related to academic dishonesty among undergraduates in Malaysia, $r(281) = .022, p = .709$. H1 is not accepted.

Hypothesis 2: *There is a significant relationship between parenting styles and self-esteem among undergraduates in Malaysia.*

Table 4.5

Descriptive Statistics and Correlations for Parenting styles and Self-esteem

Variables	N	M	SD	1	2
1. Parenting styles	283	263.35	35.597	-	
2. Self-esteem	283	24	4.278	.104	-

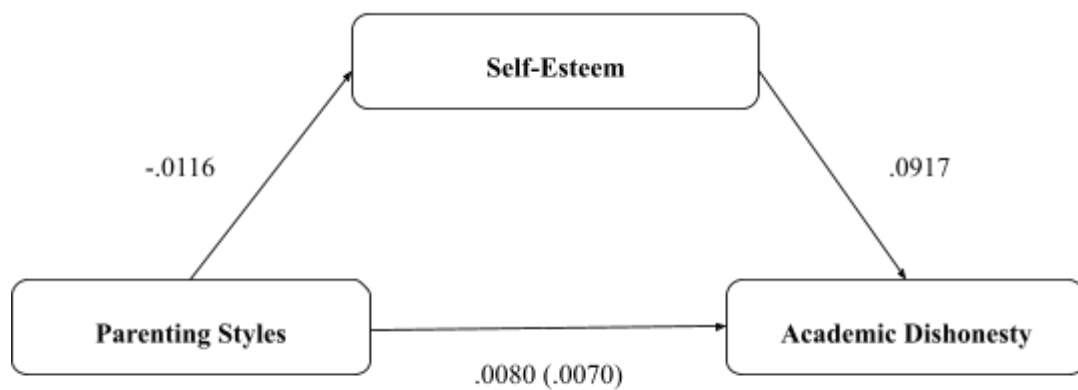
Note. N = Total number, M = Mean, SD = Standard deviation

A Pearson Product-Moment Correlation (PPMC) was performed to examine the relationship between parenting styles and self-esteem among undergraduates in Malaysia. The means and standard deviations for parenting styles and self-esteem among undergraduates in Malaysia were presented in Table 4.5. The result of PPMC showed that parenting styles were not significantly related to self-esteem among undergraduates in Malaysia, $r(281) = -.097, p = .104$. H2 is not accepted.

Hypothesis 3: *There is a mediating effect of self-esteem between parenting styles and academic dishonesty among undergraduates in Malaysia.*

Figure 4

Mediation model showing the mediation effect of self-esteem on parenting styles and academic dishonesty.



Note: Values shown are unstandardized coefficients. Total effect of self-esteem is shown in the parenthesis.

Table 4.6*Mediator Analysis: Self-esteem on Parenting Styles and Academic Dishonesty*

Effect	<i>B</i>	<i>SE</i>	<i>t</i>	95% CI		<i>p</i>
				LL	UL	
Total effects						
Parenting Styles on Academic Dishonesty	.0070	.0187	.3730	-.0298	.4037	.7094
Direct effects						
Parenting Styles on Academic Dishonesty	.0080	.0188	.4277	-.0289	.0450	.6692
Indirect effects						
Parenting Styles on Academic Dishonesty, Self-esteem as the mediator	-.0034	.0065		-.0193	.0074	

Note. CI= confidence interval; LL= lower limit; UL= upper limit

A mediation analysis was performed using Hayes PROCESS macro with SPSS. It was hypothesized that there is a significant prediction of parenting styles and self-esteem towards academic dishonesty among undergraduates in Malaysia. However, the results show that parenting styles do not predict academic dishonesty, $B = .0070$, $SE = .0187$, $t(281) = .3730$, $p = .7094$ (95%CI, -.0298 to .4037). Analysing the indirect effect, results showed that self-esteem does not significantly mediate the relationship between parenting styles and academic dishonesty among undergraduates in Malaysia, $B = -.0034$, $SE = .0065$ (95%CI, -.0193 to .0074). Results also showed that after accounting the mediation role of self-esteem,

parenting styles still have no impact on academic dishonesty, $B = .0080$, $SE = .0188$, $t(281) = .4277$, $p = .6692$ (95%CI, $-.0289$ to $.0450$). H3 is not accepted.

Hypothesis 4: *There is a gender difference in the level of self-esteem among undergraduates in Malaysia.*

Table 4.7

Descriptive Statistics for Gender Difference in Self-Esteem

Self-Esteem	N	M	SD
Male	117	24.00	4.321
Female	166	24.00	4.260

Note. N= Total number, M= Mean, SD= Standard deviation

Table 4.8

Independent-Samples T-Test Results Comparing Males and Females on Self-Esteem

Self-Esteem	Sig.	t	df	Sig (2-tailed)
Equal variances assumed	.931	.000	281	1.00
Equal variances not assumed		.000	247.65	1.00

An independent-samples *t*-test was conducted to test the gender difference in self-esteem among undergraduates in Malaysia. As depicted from Table 4.8, there was no significant difference, $t(281) = 0$, $p = 1.000$. Based on Table 4.7, mean self-esteem for male

($M= 24.00$, $SD= 4.32$) was the same as the mean self-esteem for females ($M= 24.00$, $SD= 4.26$). The sig (2-tailed) value, 1.00 is greater than .05. These results indicated that there is no statistical difference between males and females on self-esteem, thus, there is no gender difference in self-esteem among undergraduates in Malaysia. Therefore, H4 is not accepted.

Hypothesis 5: *There is a gender difference in academic dishonesty among undergraduates in Malaysia.*

Table 4.9

Descriptive Statistics for Gender Difference in Academic Dishonesty

Academic Dishonesty	N	M	SD
Male	117	32.38	11.910
Female	166	28.10	10.236

Note. N = Total number, M = Mean, SD = Standard deviation

Table 4.10

Independent-Samples T-Test Results Comparing Males and Females on Academic Dishonesty

Academic Dishonesty	Sig.	t	df	Sig (2-tailed)
Equal variances assumed	.044	3.231	281	.001
Equal variances not assumed		3.148	225.95	.002

An independent-samples t-test was conducted to test the gender difference in academic dishonesty among undergraduates in Malaysia. As depicted from Table 4.9, there

was a significant difference, $t(281) = 3.23, p = .001$. Based on table 4.10, mean academic dishonesty for male ($M = 32.38, SD = 11.91$) was slightly higher than the mean academic dishonesty for females ($M = 28.10, SD = 10.24$). The sig (2-tailed) value, .001, is less than .05. These results indicate that there is a statistically significant difference between males and females on academic dishonesty, thus, there is a gender difference in academic dishonesty among undergraduates in Malaysia. Therefore, H5 is accepted.

Chapter V

This chapter discusses the results of our study, which are (1) the relationship between parenting styles and academic dishonesty among undergraduates in Malaysia, (2) the relationship between parenting styles and self-esteem among undergraduates in Malaysia, (3) the mediating role of self-esteem on parenting styles and academic dishonesty among undergraduates in Malaysia, (4) the gender difference in self-esteem among undergraduates in Malaysia and (5) the gender difference in academic dishonesty among undergraduates in Malaysia. The discussion included the possible reasons for the results, and past studies were included to justify the further discussion in this chapter. Besides, the implication of significant results, limitations, and recommendations for future research was shown in the discussion.

5.1 Discussion

According to the results, parenting styles did not show a relationship with academic dishonesty, which is in line with the study conducted by Suleiman (2015). In Suleiman (2015), the findings indicated that the children's attitudes towards dishonesty in the examination have no significant effect on parenting styles. The results were quite surprising as most previous studies have indicated that parenting styles have a relationship with academic dishonesty (Opiyo et al., 2018, Estep et al., 2011, Nwosu et al., 2020). The study of Nwosu et al. (2020) & Opiyo et al. (2018) discovered that children educated by permissive parenting styles are more likely to perform dishonesty in academics. The more the permissiveness of parenting, the lower the learning achievement among their children (Dornbusch et al., 1987). Authoritative parenting styles are the suggested parenting styles where many researchers claim that it will bring positive outcomes towards the children's

academics (Khan et al., 2014; Alizadeh et al., 2011; Williams & Ciarrochi, 2019). The possible explanation for the results of the present study is that peers might be the reason that leads undergraduate students to perform academic dishonesty.

Nowadays, undergraduate students spend most of their time with their peers, particularly those that stay away from their hometown and family. Peers might become more influential to undergraduate students. Especially during work involving academics, the peers might persuade them to perform dishonesty to get high grades. Besides, stress from the surrounding environment might be another reason that leads undergraduate students to perform dishonesty. The stressors could be from their family, peers, lecturer or even themselves. Some of the students are very competitive or have high expectations of themselves. Performing dishonesty in their academics can assist them to get better grades in their academics.

The present study found that there is no significant relationship between parenting styles and self-esteem. The results are inconsistent with most previous studies that found a relationship between parenting styles and children's self-esteem (Pinquart & Gerke, 2019). Previous research found that students who perceived authoritarian parenting styles will have higher self-esteem (Pinquart & Gerke, 2019). This is because authoritarian parenting has clear rules and direct expectations for their children (Baumrind, 1971). This will allow their child to have a clear direction to achieve different goals or overcome some difficulties in their life (Snyder et al., 2002).

However, in the current study, the results were out of the expectation. These results indicated that other reasons are affecting the undergraduates' self-esteem. One of the possible justifications is the status of the students among their peers. According to Bahreyni and Shahamat (2005), the study suggested that the family's financial status will affect their

self-esteem. This means that students who have a higher financial status will have higher self-esteem, and students and students who have lower financial status will have lower self-esteem. Therefore, these might be a possible reason that affects an undergraduates' self-esteem.

Moreover, the academic results will affect the students' self-esteem (Alves-Martins et al., 2002). When students have poor academic results, they will lower self-esteem (Alves-Martins et al., 2002). This might be because the students or their families compare their peers with better results, making them lose their confidence in themselves and lower self-esteem. Different possible loss explanations will affect the students' self-esteem. In the future study, it is suggested to determine the reasons for affecting undergraduates' self-esteem in Malaysia.

On the other hand, there was no impact from parenting styles to academic dishonesty when self-esteem was a mediating role. Although self-esteem was added to be the mediating role, the relationship between parenting styles and academic dishonesty remains as the previous results in present study. A study was done by Li et al. (2018) demonstrated that self-esteem mediates the relationship between social support and academic achievement. Based on the study, social support has similar characteristics as parenting style, which both of them can be seen as the supporting factor towards the students in their lives. One of the possible reasons might be due to parenting effects slowly decreasing as the child gets older. When the children are exposed more to the environment and society as they age, the outside environment and society might have a bigger effect. As for the dependent variable, Li et al. (2018) have used academic achievement, closely related to academic dishonesty. Academic achievement refers to the results, and academic dishonesty refers to students' process to have better academic achievement. Therefore, it is believed that the present study has filled the

gap, which proves that self-esteem is unable to mediate the relationship of parenting styles and academic dishonesty even if the variables are closely similar to the previous study (Li et al., 2018). This is suggested to future studies to clarify this prediction. Moreover, future researchers can study the relationship between self-esteem and academic dishonesty among undergraduates in Malaysia, which is not mentioned in the present study.

On the flip side, the present study found no gender difference in the level of self-esteem among undergraduates in Malaysia. The results were supported by Bibi & Mussawar (2016), where their studies show that there is no gender difference in self-esteem among university students. However, our results are inconsistent with some researchers who suggested that males will have higher self-esteem than females (Obineli & Ezioko, 2019; Robins et al., 2002). One of the possible reasons that explained the present study's results is suggested by Bibi & Mussawar (2016), where girls might be involved in many different jobs and occupations during their undergraduates. With these experiences, females normally will be able to gain more and better opportunities in their work. It can be proved by seeing those part-timers in shops nearby university are mostly female. Therefore, the female might gain confidence from here, especially if they have a stable financial status.

Additionally, another suggestion is that female status has risen among undergraduate students. Nowadays, important positions such as Student Representative of the university or clubs and society in the university have involved females in being the leader. This is different from before as most people will choose males as the leader because they think males will lead better than females. The status of females has slowly risen in society, and many females have successfully proved their female's ability. Therefore, this might be another reason that females and males' gender difference has no difference.

The finding for this study demonstrated a gender difference in academic difference among the undergraduates in Malaysia. It was found that males perform more academic dishonesty compared to females, which is in line with the study of Yang et al. (2013). In Yang et al. (2013), males showed a higher level of academic misconduct, including cheating in examinations, behind-the-scenes work, and improper cooperation.

This finding validated Ward and Beck's (1990) findings that males are more inclined to disobey rules than females due to the differences in sex-role socialization experiences. According to sex-role socialization theory, females are likely to be socialized from an early age to obey the norms compared to males (Ward & Beck, 1990). In females' perception, performing dishonesty will strongly deter their behaviour, leading them to avoid misbehaviour in their academics (Hendershott, Drinan, and Cross, 1999; Ward and Beck, 1990). This is supported by Granero-Gallegos et al. (2019) which suggested that males tend to perform more disruptive behaviour compared to women. Therefore, this explains that males have a higher intention to perform dishonesty in their academics.

5.2 Implication

5.2.1 Theoretical Implication

The findings of the current study could serve as a reference for undergraduates in Malaysia to gain a better understanding on the factors or variables that might affect them to engage in academic dishonesty. Past literature studies suggested that parenting styles is one of the factors that lead to cheating behaviour among children. However, our study has shown that parenting styles do not display any correlation to academic dishonesty among undergraduates in Malaysia, which is not in line with the study conducted by previous researchers. According to The Maslow's Hierarchy of Needs Theory, parents are suggested to

play a crucial role in fulfilling their children's needs in order to build their self-esteem which acts as a mediator in the current study. The theoretical construct of the current study provides a better view for both parents and students to acknowledge the importance of building self-esteem through practicing appropriate parenting styles, and also the importance of curbing and reducing the occurrence of academic dishonesty among undergraduate students.

The current study results contributed by filling in the research gaps that have not shown sufficient studies regarding gender difference in academic dishonesty in the local context, as the current study indicated that there is a difference between males and females in academic dishonesty, suggesting that more males engage in academic dishonesty compared to females in Malaysia. These results had also filled the research gaps in this field of study specifically in Malaysia's context. As to our knowledge, there was little or no strong evidence that supports the variables related to the current study that was established in Malaysia. Thus, current study could contribute to local context and literature in studies related to academic dishonesty as there were no studies that examine the mediating effect of self-esteem in the relationship between parenting styles and academic dishonesty by providing the empirical evidence. These basic foundations built from current research might be useful for researchers and practitioners to conduct future studies regarding parenting styles and academic dishonesty in Malaysia.

5.2.2 Practical Implication

The phenomenon of students engaging in academic dishonesty has been rising, especially during the Covid-19 pandemic whereby students are required to complete their examinations at home. Thus, the results of this study provide an overview that parenting styles could be one of the factors that lead to academic dishonesty behaviour among students,

and the current study might shed light on the self-esteem aspect, to be the mediator of the relationship between parenting styles and academic dishonesty.

Results of the study could be helpful towards parents as it gives parents an idea of which parenting style might be most suitable for them to practice in order to curb or avoid cheating behaviours among their children. The current study could provide an overview of the importance of maintaining self-esteem and practicing an appropriate parenting style in order to help the society to acknowledge and understand the consequences of cheating behaviours, particularly academic dishonesty. In that way, the society could develop an intervention and methods to deliver the message and information to all the parents out there, for example, developing a guideline for first-time parents.

Furthermore, current study might create awareness among students and encourage them to perform self-reflection upon completion of the questionnaire. While completing the questionnaire, the students are able to carefully think or recall how often they have engaged in academic dishonesty in the past, how their parents have raised and treated them throughout their childhood or life, and how they evaluate their own self-esteem. The students may even discuss with their parents on the parenting styles they have experienced, allowing the students and parents to communicate and interact with each other and allowing their parents to acknowledge, recall, and self-reflect on the parenting styles they have practiced in the past. Besides, current study could help students to gain a better understanding of themselves and increase their self-awareness in terms of how they evaluate their own levels of self-esteem.

Last but not least, given that there was a lack of past studies in Malaysia's context, local researchers might benefit from the current study as the current study was conducted in

the local context. Thus, the current study might be helpful in providing additional information for future researchers who aim to conduct similar studies in the local context.

5.3 Limitation

This study is limited by few factors that would cause the findings to be restricted in generalization and application. Firstly, the questionnaire adapted for this study was too lengthy. Researchers did receive some feedback mentioning this issue. Initially, 358 data were collected. However, after filtering, only 284 data were usable, including 1 outlier. This means that there were 74 incomplete data. Therefore, researchers suspected that the low response rate and the phenomenon of response fatigue were due to the issue of lengthy questionnaires.

Secondly, most of the responses were from students of Universiti Tunku Abdul Rahman (UTAR). Researchers aim to investigate the relationship between parenting styles, academic dishonesty, and self-esteem among undergraduates in Malaysia, but due to time and resources constraints, researchers are unable to collect responses from various resources. Due to the implication of online learning as well, researchers are only able to distribute the survey through social media to people around their circle, Therefore it is difficult for the researchers to gather information from undergraduates of other institutions in the short period of time. Nonetheless, researchers are still able to gather data from various universities such as, UTHM, AIMST, Sunway University, Monash University, University of Nottingham, HELP, KDU Penang, APU, etc.

On the flip side, adapting an online self-report questionnaire was another limitation for the current study. Due to the pandemic, everything switched to online mode. Students do

not have physical classes and researchers are forced to collect responses using online methods. There is a possibility where the participants only provide socially desirable responses to our questionnaire as the topic for the study, which is academic dishonesty is considered slightly sensitive in the society. The participants might feel uncomfortable to disclose this kind of information to the researchers. Although we have only 1 outlier among the 284 responses, there is still a doubt on the participants' honesty on the responses.

Another limitation for this study is that the questionnaire adapted is only in English. It might be a barrier for some undergraduates who are weak in this language. With this, they might be guessing or randomly make a choice to respond to the questionnaire.

5.4 Recommendations

It was recommended that in the future, researchers could try to or shorten the original inventories. Other than that, future researchers can seek a shorter inventory to measure parenting styles. Most available scales only measure three kinds of parenting styles that were suggested by Buri in 1991, which are authoritative, authoritarian, and permissive parenting styles; neglectful parenting style was always excluded. Therefore, researchers adapted this lengthy questionnaire that included all four types of parenting styles.

If future researchers would like to study the population of undergraduates in Malaysia, it is suggested to recruit more participants through a quota sampling method. Quota sampling method is a non-probability sampling method that allows the researchers to create sample groups and gather data that can represent the population. With this, the findings of the research are able to be generalized. Future researchers also can email the person-in-charge of

other universities to seek help in distributing the questionnaires. This allows them to gain huge access in a short period of time.

Furthermore, to improve the honesty of responses, future researchers could switch the data collecting method to paper-pen surveys. This allows the researchers to explain the details of the research thoroughly to the participants. With such, the participants will understand that their responses will be kept confidential and their identity will remain anonymous. Therefore, they will be more willing to give honest responses on this slightly sensitive topic.

To address the language barrier, it was suggested to translate the inventories to different languages, making it to become a multilingual questionnaire. For example, the Malay version as well as the Chinese version. In this case, if the participants have any doubts on the English version, they can refer to the other languages for a better understanding.

5.5 Conclusion

The aim of this study was to study the relationship between parenting style, academic dishonesty, and self-esteem among undergraduates in Malaysia. This present study tends to examine whether self-esteem has a mediating effect on parenting styles and academic dishonesty.

This is a cross-sectional study where participants will only need to answer the online questionnaire once. Any undergraduates in Malaysia who age between 18 to 24 are eligible to be our participants. Convenience sampling method and snowball sampling technique was used to recruit participants. In total, 358 participants were recruited. After data cleaning, there are only 283 usable responses to carry out the final data analysis. In this study, researchers

used instruments consisting of demographic information, Scale of Parenting Style (SPS), Academic Dishonesty Scale (ADS), and Rosenberg Self-Esteem Scale (RSES).

At the end of this study, researchers found that there is no significant relationship between parenting styles and academic dishonesty. The relationship between parenting styles and self-esteem was not found as well. Aside from this, the mediating role of self-esteem was found to be not significant in this current study. As for the different gender, there is no statistical difference in gender difference on self-esteem but there is a statistically significant difference between males and females on academic dishonesty.

In a nutshell, most findings from this study were not consistent with the past studies. However, this study could serve as a reference for future researchers to find out the reason why there are inconsistencies. It might be due to evolution or any other factors. Anyhow, this study has contributed to improve Malaysia's research database in the field of parenting styles and academic dishonesty.

Appendix

A: Scale of Parenting Style

SCALE OF PARENTING STYLE
Abdul Gafoor K., & Abidha Kurukkan

Name: Male/Female:
School: Subject: Place:

Instructions Given below are statements to know how your mother/father deals with you. For each statement 5 options namely 'Very right' (5), 'Mostly right'(4), 'Sometimes right, Sometimes wrong'(3), 'Mostly wrong'(2), 'Very wrong'(1) are given. Tick Mark against each statement, on the left side about mother and on the right side about father, on the option that suites the behaviour of your mother or father in relation to you. Take care to mark your responses against all statements. Observe the example.

About Mother					STATEMENT	About Father				
5	4	3	2	1		5	4	3	2	1
v					Eg. Enquires about my matters with teachers.	v				
					1. Does whatever I tell.					
					2. Spends free time with me.					
					3. Points out my mistakes in the manner that I understand.					
					4. Gives money for my needs.					
					5. Discusses the benefits and detriments of my learning topics.					
					6. Considers my likes in food.					
					7. Controls my game when in excess.					
					8. Shows love to me.					
					9. Enquires the reason for my failure.					
					10. Helps me in studying.					
					11. Confers responsibilities in accordance with my growth					



					12. Has faith in me					
					13. Enquires the reasons for reaching home late					
					14. Accepts my privacy					
					15. Takes care of my dressing					
					16. Fulfills my desires with available means					
					17. Makes me aware that the responsibility of what I do is mine itself					
					18. Accepts when I say no to what I dislike					
					19. Tells how I should behave with their friends					
					20. Talks to me praising about their friends					
					21. Tries to frame my likes and dislikes					
					22. Appreciates when I try to become independent					
					23. Punishes for my mistakes					
					24. Shows love when I do any mistake					
					25. Enquires who my friends are					
					26. Has given me freedom to select the subject for study					
					27. Organizes time for my play					
					28. Gives priorities to my preferences in studies					
					29. Demands me to be systematic in studies					
					30. Emphasizes my successes					
					31. Advices me					
					32. Celebrates in my successes with me					
					33. Discourages unhealthy foods					
					34. Gets anxious when I am late to reach home					
					35. Inquires how I spend money					
					36. Buy dresses for me according to the latest trends					
					37. Enquires how I spend my free time					
					38. Gives me timely advices					

B: Academic Dishonesty Scale (ADS)

Academic Dishonesty Items

Coefficient alpha = 0.878

Please indicate whether you have ever performed the following activities.

Used crib notes on a test.

Copied from another student on the test.

Helped someone cheat on a test.

Cheated on a test in any other way.

Manually passed answers in an exam.

Have someone check over a paper before turning it in.

Asked someone about the content of an exam from someone who has taken it.

Give information about the content of an exam to someone who has not yet taken it.

Worked with others on an individual project.

Visited a professor to influence a grade.

Taken credit for full participation in a group project without doing a fair share of the work.

Received substantial, unprecedented help on an assignment.

Copied a few sentences of material from a published source without footnoting it.

Fabricated or falsified a bibliography.

Purchased or found a paper off the Internet to submit as your own work.

Used a cell phone to text message for help during an exam.

Used a cell phone or another device to photograph an exam.

Source: McCabe and Trevino (1993); new items created by authors to address technology are in italics.

C: Rosenberg Self-Esteem Scale (RSES)

Rosenberg Self-Esteem Scale (RSE)

Author: Morris Rosenberg

The purpose of the 10 item RSE scale is to measure self-esteem. Originally the measure was designed to measure the self-esteem of high school students. However, since its development, the scale has been used with a variety of groups including adults, with norms available for many of those groups.

Scoring: As the RSE is a Guttman scale, scoring can be a little complicated. Scoring involves a method of combined ratings. Low self-esteem responses are “disagree” or “strongly disagree” on items 1, 3, 4, 7, 10, and “strongly agree” or “agree” on items 2, 5, 6, 8, 9. Two or three out of three correct responses to items 3, 7, and 9 are scored as one item. One or two out of two correct responses for items 4 and 5 are considered as a single item; items 1, 8, and 10 are scored as individual items; and combined correct responses (one or two out of two) to items 2 and 6 are considered to be a single item.

The scale can also be scored by totalling the individual 4 point items after reverse-scoring the negatively worded items.

Reliability: The RSE demonstrates a Guttman scale coefficient of reproducibility of .92, indicating excellent internal consistency. Test-retest reliability over a period of 2 weeks reveals correlations of .85 and .88, indicating excellent stability.

Validity: Demonstrates concurrent, predictive and construct validity using known groups. The RSE correlates significantly with other measures of self-esteem, including the Coopersmith Self-Esteem Inventory. In addition, the RSE correlates in the predicted direction with measures of depression and anxiety.

Reference:

Rosenberg, M. (1979). *Conceiving the Self*. New York: Basic Books.

RSE

Please record the appropriate answer for each item, depending on whether you Strongly agree, agree, disagree, or strongly disagree with it.

- 1 = Strongly agree
- 2 = Agree
- 3 = Disagree
- 4 = Strongly disagree

- _____ 1. On the whole, I am satisfied with myself.
- _____ 2. At times I think I am no good at all.
- _____ 3. I feel that I have a number of good qualities.
- _____ 4. I am able to do things as well as most other people.
- _____ 5. I feel I do not have much to be proud of.
- _____ 6. I certainly feel useless at times.
- _____ 7. I feel that I'm a person of worth.
- _____ 8. I wish I could have more respect for myself.
- _____ 9. All in all, I am inclined to think that I am a failure.
- _____ 10. I take a positive attitude toward myself.

D: Results of Monte Carlo Power Analysis

Monte Carlo Power Analysis for Indirect Effects
 Written by Alexander M. Schoemann (Contact), Aaron J. Boulton, & Stephen D. Short

Model: One Mediator
 Objective: Set Power, Vary N

Target Power: 0.8
 Minimum N: 35
 Maximum N: 200
 Sample Size Steps: 1

of Replications: 1000
 Monte Carlo Draws per Rep: 20000
 Random Seed: 1234
 Confidence Level (%): 95

```

    graph TD
      X[X] -- a --> M[M]
      M -- b --> Y[Y]
      X -- c' --> Y
    
```

Input Method: Correlations

	X	M	Y
X	1.00		
M	0.57	1.00	
Y	0.34	0.65	1.00
Std. Deviation	0.62	0.537	0.69

Instructions

To use this app, follow these steps:

- Select Model.** The user should first select the mediation model containing the indirect effect(s) of interest. Models may be selected in the drop-down menu in the left-most column of the app. Note that when a different mediation model is selected, the model graphic and input-value sections in the middle column will be altered.
- Select Objective.** Once the desired model is chosen, the user should select the objective of the power analysis. Two

Calculate Power

ab	197.00	0.00	1.00	1.00
ab	198.00	0.00	1.00	1.00
ab	199.00	0.00	1.00	1.00
ab	200.00	0.00	1.00	1.00

Windows taskbar: 31°C Light rain, 4:50 PM 9/30/2021

Monte Carlo Power Analysis for Indirect Effects
 Written by Alexander M. Schoemann (Contact), Aaron J. Boulton, & Stephen D. Short

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 Objective: Set Power, Vary N

Target Power: 0.8
 Minimum N: 35
 Maximum N: 200
 Sample Size Steps: 1

of Replications: 1000
 Monte Carlo Draws per Rep: 20000
 Random Seed: 1234
 Confidence Level (%): 95

Input Method: Correlations

	X	M	Y
X	1.00		
M	0.57	1.00	
Y	0.07	0.65	1.00
Std. Deviation	0.64	0.537	0.69

6. Input Model Values. To generate data for the select model, the user must enter values that allow the application to compute a covariance matrix for all variables in the model. Currently, the only input method supported is for users to enter the correlations between all variables in a correlation matrix as well as the variable standard deviations. Additional methods may become available in the future.

6. Initiate Power Analysis. Once all options and model input values have been specified, the user can press the "Calculate Power" button to initiate the Monte Carlo power analysis. If any options or input values have been entered.

Calculate Power

ab	197.00	0.00	1.00	1.00
ab	198.00	0.00	1.00	1.00
ab	199.00	0.00	1.00	1.00
ab	200.00	0.00	1.00	1.00



Monte Carlo Power Analysis for Indirect Effects
 Written by Alexander M. Schoemann (Contact), Aaron J. Boulton, & Stephen D. Short

Model: One Mediator
 Objective: Set Power, Vary N

Target Power: 0.8
 Minimum N: 35
 Maximum N: 200
 Sample Size Steps: 1

of Replications: 1000
 Monte Carlo Draws per Rep: 20000
 Random Seed: 1234
 Confidence Level (%): 95

Input Method: Correlations

	X	M	Y
X	1.00		
M	0.57	1.00	
Y	0.14	0.65	1.00
Std. Deviation	0.51	0.537	0.69

Instructions

To use this app, follow these steps:

- Select Model.** The user should first select the mediation model containing the indirect effect(s) of interest. Models may be selected in the drop-down menu in the left-most column of the app. Note that when a different mediation model is selected, the model graphic and input-value sections in the middle column will be altered.
- Select Objective.** Once the desired model is chosen, the user should select the objective of the power analysis. Two

Calculate Power

ab	197.00	0.00	1.00	1.00
ab	198.00	0.00	1.00	1.00
ab	199.00	0.00	1.00	1.00
ab	200.00	0.00	1.00	1.00



E: Turnitin Report

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ORIGINALITY REPORT			
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**UNIVERSITI TUNKU ABDUL RAHMAN
FACULTY OF ARTS AND SOCIAL SCIENCE
DEPARTMENT OF PSYCHOLOGY AND COUNSELLING**

UAPZ 3023 Final Year Project II

Quantitative Research Project Evaluation Form

TURNITIN: 'In assessing this work you are agreeing that it has been submitted to the University-recognised originality checking service which is Turnitin. The report generated by Turnitin is used as evidence to show that the students' final report contains the similarity level below 20%.'

Project Title:	
The Mediating Role of Self-esteem in The Relationship Between Parenting Style and Academic Dishonesty Among Undergraduates in Malaysia.	
Supervisor:	
Mrs. Natasha Amira Binti Hushairi	
Student's Name:	Student's ID
1. Khoo Zhi Yin	1. 18AAB00622
2. Melanie Soo Yu Teng	2. 18AAB00373
3. Ong Li Ying	3. 18AAB00191

INSTRUCTIONS:

Please score each descriptor based on the scale provided below:

1. Please award 0 mark for no attempt.
2. For criteria 7:
Please retrieve the marks from "Oral Presentation Evaluation Form".

1. ABSTRACT (5%)	Max Score	Score
a. State the main hypotheses/research objectives.	5%	
b. Describe the methodology: <ul style="list-style-type: none"> ● Research design ● Sampling method ● Sample size ● Location of study ● Instruments/apparatus/outcome measures ● Data gathering procedures 	5%	
c. Describe the characteristics of participants.	5%	
d. Highlight the outcomes of the study.	5%	
e. Conclusions, implications, and applications.	5%	
Sum	25%	/25%
Subtotal (Sum/5)	5%	/5%
Remark:		
2. METHODOLOGY (25%)	Max Score	Score
a. Research design/framework: <ul style="list-style-type: none"> ● For experiment, report experimental manipulation, participant flow, treatment fidelity, baseline data, adverse events and side effects, assignment method and implementation, masking. (*if applicable with the study design) ● For non-experiment, describe the design of the study and data used. 	5%	
b. Sampling procedures: <ul style="list-style-type: none"> ● Justification of sampling method/technique used. ● Description of location of study. ● Procedures of ethical clearance approval. (Provide reference number of approval letter) 	5%	
c. Sample size, power, and precision: <ul style="list-style-type: none"> ● Justification of sample size. ● Achieved actual sample size and response rate. ● Power analysis or other methods (if applicable). 	5%	
d. Clear explanation of data collection procedures: <ul style="list-style-type: none"> ● Inclusion and exclusion criteria ● Procedures of obtaining consent ● Description of data collection procedures ● Provide dates/duration of recruitment repeated measures or follow-up. ● Agreement and payment (if any) 	5%	
e. Explanation of instruments/questionnaire used: <ul style="list-style-type: none"> ● Description of instruments ● Scoring system ● Meaning of scores ● Reliability and validity 	5%	
Subtotal	25%	/25%
Remark:		

3. RESULTS (20%)	Max Score	Score
a. Descriptive statistics: <ul style="list-style-type: none"> ● Demographic characteristics ● Topic-specific characteristics 	5%	
b. Data diagnostic and missing data: <ul style="list-style-type: none"> ● Frequency and percentages of missing data. (if applicable) ● Methods employed for addressing missing data. (if applicable) ● Criteria for post data-collection exclusion of participants. ● Criteria for imputation of missing data. ● Defining and processing of statistical outliers. ● Analyses of data distributions. ● Data transformation (if applicable). 	5%	
c. Appropriate data analysis for each hypothesis or research objective.	5%	
d. Accurate interpretation of statistical analyses: <ul style="list-style-type: none"> ● Accurate report and interpretation of confidence intervals or statistical significance. ● Report of <i>p</i> values and minimally sufficient sets of statistics (e.g., <i>dfs</i>, <i>MS</i>, <i>MS error</i>). ● Accurate report and interpretation of effect sizes. ● Report any problems with statistical assumptions. 	5%	
Subtotal	20%	/20%
Remark:		
4. DISCUSSION AND CONCLUSION (20%)	Max Score	Score
a. Constructive discussion of findings: <ul style="list-style-type: none"> ● Provide statement of support or nonsupport for all hypotheses. ● Analyze similar and/or dissimilar results. ● Rational justifications for statistical results. 	8%	
b. Implication of the study: <ul style="list-style-type: none"> ● Theoretical implication for future research. ● Practical implication for programs and policies. 	4%	
c. Relevant limitations of the study.	4%	
d. Recommendations for future research.	4%	
Subtotal	20%	/20%
Remark:		
5. LANGUAGE AND ORGANIZATION (5%)	Max Score	Score
a. Language proficiency	3%	
b. Content organization	1%	

c. Complete documentation (e.g., action plan, originality report)	1%		
Subtotal	5%	/5%	
Remark:			
6. APA STYLE AND REFERENCING (5%)	Max Score	Score	
a. 7 th Edition APA Style	5%	/5%	
Remark:			
*ORAL PRESENTATION (20%)	Score		
	Student 1	Student 2	Student 3
Subtotal	/20%	/20%	/20%
Remark:			
PENALTY	Max Score	Score	
Maximum of 10 marks for LATE SUBMISSION (within 24hours), or POOR CONSULTATION ATTENDANCE with supervisor.	10%		
*Late submission after 24hours will not be graded			
	Student 1	Student 2	Student 3
**FINAL MARK/TOTAL	/100%	/100%	/100%

*****Overall Comments:**

Signature: _____**Date:** _____**Notes:**


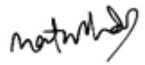


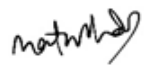

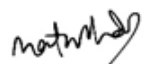
1. **Subtotal:** The sum of scores for each assessment criterion
2. **FINAL MARK/TOTAL:** The summation of all subtotal score
3. Plagiarism is **NOT ACCEPTABLE**. Parameters of originality required and limits approved by UTAR are as follows:
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 - (ii) **Matching of individual sources listed must be less than 3%** each, and
 - (iii) Matching texts in continuous block must **not exceed 8 words**

Note: Parameters (i) – (ii) shall exclude quotes, references and text matches which are less than 8 words.

Any works violate the above originality requirements will NOT be accepted. Students have to redo the report and meet the requirements in **SEVEN (7)** days.

*The marks of “Oral Presentation” are to be retrieved from “**Oral Presentation Evaluation Form**”.

**It is compulsory for the supervisor/examiner to give the overall comments for the research projects with A- and above or F grading.

Action Plan of UAPZ 3023 (group-based) Final Year Project II for Oct trimester						
Supervisee's Name:		Khoo Zhi Yin, Melanie Soo Yu Teng, Ong Li Ying				
Supervisor's Name:		Mrs. Natasha Amira binti Hushairi				
Task Description	Duration	Date/Time	Supervisee's Signature	Supervisor's Signature	Supervisor's Remarks	Next Appointment Date/Time
Methodology, Data Collection & Data Analysis	W1-W3	19/10/2021, 8pm			Discussion on Chapter 3	11/1/2021, 5pm
		1/11/2021, 5pm			Submission Chapter 3 and amendments Discussion on Chapter 4	8/11/2021, 8pm
Finding & Analysis Discuss Findings & Analysis with Supervisor Amending Findings & Analysis	W3-W4	8/11/2021, 8pm			Submission Chapter 4 and amendments Discussion on Chapter 5	15/11/2021, 8pm
Discussion & Conclusion Discuss Discussion & Conclusion with Supervisor Amending Discussion & Conclusion	W4-W5	15/11/2021, 8pm			Submission Chapter 5 and amendments	
Submission of first draft*	W5	submit the first draft to Turnitin.com to check similarity rate				
Amendment	W5					
Submission of final FYP (FYP I + FYP II)*	W6	final submission to supervisor				
Oral Presentation		Oral Presentation Schedule will be released and your supervisor will inform you				

- Notes:**
1. The listed duration is for reference only, supervisors can adjust the period according to the topics and content of the projects.
 2. *Deadline for submission can not be changed, one mark will be deducted per day for late submission.
 3. Supervisees are to take the active role to make appointments with their supervisors.

Universiti Tunku Abdul Rahman			
Form Title : Sample of Submission Sheet for FYP/Dissertation/Thesis			
Form Number : FM-IAD-004	Rev No: 0	Effective Date: 21 June 2011	Page No: 1 of 1

FACULTY OF ARTS AND SOCIAL SCIENCE
UNIVERSITI TUNKU ABDUL RAHMAN

Date: 22nd November 2021

SUBMISSION OF FINAL YEAR PROJECT

It is hereby certified that KHOO ZHI YIN (ID No: 18AAB00622)
has completed this final year project entitled
“ The Mediating Role of Self-esteem in the Relationship between Parenting Style and Academic
Dishonesty among Undergraduates in Malaysia. ”
under the supervision of Mrs. Natasha Amira Binti Hushairi (Supervisor) from the
Department of Psychology and Counseling, Faculty of
Arts and Social Science

I understand that University will upload softcopy of my final year project in pdf format into UTAR Institutional Repository, which may be made accessible to UTAR community and public.

Yours truly,



Name: KHOO ZHI YIN

**Delete whichever not applicable*

Universiti Tunku Abdul Rahman			
Form Title : Sample of Submission Sheet for FYP/Dissertation/Thesis			
Form Number : FM-IAD-004	Rev No: 0	Effective Date: 21 June 2011	Page No: 1 of 1

**FACULTY OF ARTS AND SOCIAL SCIENCE
UNIVERSITI TUNKU ABDUL RAHMAN**

Date: 22nd November 2021

SUBMISSION OF FINAL YEAR PROJECT

It is hereby certified that MELANIE SOO YU TENG (ID No: 18AAB00373)
has completed this final year project entitled
“ The Mediating Role of Self-esteem in the Relationship between Parenting Style and Academic
Dishonesty among Undergraduates in Malaysia. ”

under the supervision of Mrs. Natasha Amira Binti Hushairi (Supervisor) from the
Department of Psychology and Counseling, Faculty of
Arts and Social Science

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UTAR Institutional Repository, which may be made accessible to UTAR community and
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Yours truly,



Name: MELANIE SOO YU TENG

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FACULTY OF ARTS AND SOCIAL SCIENCE
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Date: 22nd November 2021

SUBMISSION OF FINAL YEAR PROJECT

It is hereby certified that ONG LI YING (ID No: 18AAB00191)
has completed this final year project entitled
“The Mediating Role of Self-esteem in the Relationship between Parenting Style and Academic
Dishonesty among Undergraduates in Malaysia.”
under the supervision of Mrs. Natasha Amira Binti Hushairi (Supervisor) from the
Department of Psychology and Counseling, Faculty of
Arts and Social Science

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public.

Yours truly,



Name: ONG LI YING

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Universiti Tunku Abdul Rahman			
Form Title : Supervisor's Comments on Originality Report Generated by Turnitin for Submission of Final Year Project Report (for Undergraduate Programmes)			
Form Number: FM-IAD-005	Rev No.: 0	Effective Date: 01/10/2013	Page No.: 1 of 1



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Full Name(s) of Candidate(s)	Khoo Zhi Yin Melanie Soo Yu Teng Ong Li Ying
ID Number(s)	18AAB00622 18AAB00373 18AAB00191
Programme / Course	BACHELOR OF SOCIAL SCIENCE (HONOURS) PSYCHOLOGY
Title of Final Year Project	The Mediating Role of Self-esteem in The Relationship Between Parenting Style and Academic Dishonesty Among Undergraduates in Malaysia.

Similarity	Supervisor's Comments (Compulsory if parameters of originality exceeds the limits approved by UTAR)
Overall similarity index: 9 % Similarity by source Internet Sources: <u>6</u> % Publications: <u>5</u> % Student Papers: <u>5</u> %	The students have submitted the same content chapter 1-2 in their FYP 1.
Number of individual sources listed of more than 3% similarity: 0	
Parameters of originality required and limits approved by UTAR are as follows: (i) Overall similarity index is 20% and below, and (ii) Matching of individual sources listed must be less than 3% each, and (iii) Matching texts in continuous block must not exceed 8 words <i>Note: Parameters (i) – (ii) shall exclude quotes, bibliography and text matches which are less than 8 words.</i>	

Note Supervisor/Candidate(s) is/are required to provide softcopy of full set of the originality report to Faculty/Institute

Based on the above results, I hereby declare that I am satisfied with the originality of the Final Year Project Report submitted by my student(s) as named above.

Signature of Supervisor

Signature of Co-Supervisor

Name: NATASHA AMIRA BINTI HUSHAIRI

Name:

Date: 21.11.2021

Date: