A STUDY ON PERCEPTIONS OF EXAMINATION CHEATING BEHAVIOR AMONG BUSINESS STUDENTS IN HIGHER EDUCATION INSTITUTIONS

BY

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DECLARATION

I hereby declare that:

(1) This undergraduate FYP is the end result of my own work and that due acknowledgement has been given in the references to ALL sources of information be they printed, electronic, or personal.

(2) No portion of this FYP has been submitted in support of any application for any other degree or qualification of this or any other university, or other institutes of learning.

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TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

LIST OF ABBREVIATIONS

ECB	Examination Cheating Behavior
TPB	Theory of Planned Behavior
TRA	Theory of Reasoned Action

LIST OF APPENDIX

ABSTRACT

Cheating among business students is not uncommon since many decades ago. It has been a great concern as this ethical perception may drive the business students towards unethical behavior in the workplace. The morality and ethical behavior among business students are crucial as misconduct practices in workplace is not something new. Ethics is important in the business because it helps identify and issues associated with ethical issues affecting business performance within the organization. In particular, organizations may perform well if they adhere to strong business ethics. The purpose of this study was to investigate the perception of examination cheating behavior among business students in higher education institutions. The design of this study is survey responses of 244 business students from higher education institution located in Klang Valley were analyzed. The findings in this study reviewed that factors contributing to examination cheating behavior includes attitude, pressure, self-esteem, and peer influence. The results were found that pressure, self-esteem and peer influence are the main factors that contribute to examination cheating behavior among business students. It was found that the attitude has no direct relationship towards examination cheating behavior. This study provides a robust implication for the higher education institutions and stakeholders to raise ethical awareness as well as moral development among business students' integrity. Careful insight needs to be taken as this unethical behavior will damage their future.

CHAPTER 1: RESEARCH OVERVIEW

1.0   Introduction

This chapter opens with the background of the study and further describes the perceptions of examination cheating behavior among business students in higher education institutions. This is followed by the research objectives, research questions, and significance of the study.

1.1   Research Background

Examination cheating behavior (ECB) has become a global issue and has been a topic of great concern in higher education institutions over the past few decades. The problem of ECB for students in graduate and undergraduate level has become very serious, especially when students continue to adopt the same approach in the workplace. ECB is a relatively commonplace phenomenon that has important implications for students' success and sustainable development with regard to potential/professional work ethics (Scrimpshire et al., 2017; Singh & Thambusamy, 2016; Ifeagwazi et al., 2010; Carrell et al., 2008). According to Smith et al. (2007), the dishonesty evidence of undergraduate students is particularly disturbing because of the future members involved in the accounting profession. If the public trust is to be maintained in accounting, compliance and auditing activities, the industry correctly considers the honesty and integrity of its members as important features.

For many years, ethical behavior has been a fundamental feature of accounting agency programs (CIMA Code of Ethical Guideline, 1992). Students with cheating behavior have a strong tendency to show the same immorality, unethical and dishonesty behaviors at their workplace which they had practiced during their education (Ifeagwazi, 2019; Rakovski & Levy, 2007; Carpenter, 2004; Grimes, 2004; Hardling et al., 2004; Lawson, 2004). The pervasiveness of cheating among business majors is alarming as students in the academic setting are more likely to

engage in unethical behavior while in the workplace (Carpenter, 2004; Nonis & Swift, 2001; McCabe et al, 1996). Ethics is important in the business because it helps identify and issues associated with ethical issues affecting business performance within the organization. In particular, organizations may perform well if they adhere to strong business ethics (Crane & Matten, 2015; Egels-Zandén & Sandberg, 2010; Bowie & Beauchamp, 2001; Nilsson & Westerberg, 1997).

Figure 1.1: Statistic Data on Malaysia Perspective from Year 2014 to 2016

	Frequencies											
Year	2014				2015				2016			
Item no	Never	Once	More than one	Many times	Never	Once	More than one	Many times	Never	Once	More than one	Many times
1	58%	35%	5%	2%	62%	30%	6%	2%	56%	38%	3%	3%
2	75%	16%	4%	0%	68%	25%	5%	2%	62%	30%	6%	2%
3	38%	16%	40%	6%	29%	18%	46%	7%	42%	23%	35%	0%
4	48%	28%	18%	6%	44%	31%	19%	6%	39%	34%	23%	4%
5	58%	21%	17%	6%	47%	27%	20%	6%	58%	21%	17%	6%
6	40%	30%	20%	10%	36%	31%	23%	10%	31%	36%	25%	8%
7	61%	35%	4%	0%	58%	38%	3%	1%	63%	35%	2%	0%
8	65%	23%	12%	0%	61%	31%	7%	1%	64%	28%	7%	1%
9	66%	22%	10%	2%	71%	18%	8%	3%	77%	18%	5%	0%
10	18%	23%	56%	3%	16%	38%	43%	3%	17%	32%	48%	3%
Total Percentage	53%	25%	19%	4%	49%	29%	18%	4%	51%	30%	17%	3%
Overall percentage of academic dishonesty	47%				51%				49%			

Source: Mustapha, R., Hussin, Z., Siraj, S., & Darusalam, G. (2017). Academic dishonesty among higher education students: The Malaysian Evidence (2014 to 2016). *KATHA, 13*(1), 73-93.

Figure 1.2: Statistics report on cheating in US Universities on Graduate and Undergraduate Students
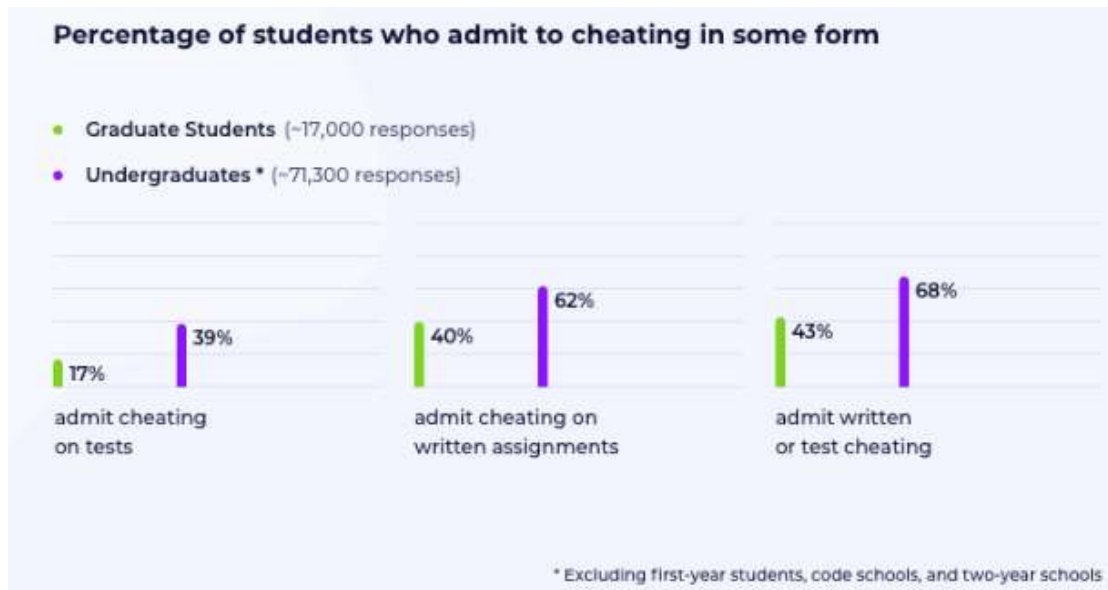
Source: Danilyuk, J. (2019, October 25). *Academic cheating statistics say there's lots of work to do.* Retrieved from https://unicheck.com/blog/academic-cheating-statistics

Cheating in exams also undermines the central purpose of university education, undermining the mastery of scores and seriously jeopardizing honest students (Fendler & Godbey, 2016).

1.2   Research Problem

ECB in higher education institutions is a growing concern for students and also lecturers because of its impact on the quality of education and reliability of assessment (Ramansamy, 2016). In his study, Ramansamy (2016) mentioned examination cheating is quite common in Malaysia, but most of the time, students and lecturers and even professors get away with this intellectual dishonesty, and however not much of punishment or regulation were to solve the issues. There is currently not much evidence relating to the examination cheating among business students, which examines the extent to which the incidence of higher education in Malaysia may increase. In addition, examination cheating is not only a serious issue

for students and lecturers, but employers should be concerned too (Scrimpshire et al., 2017). Several studies have shown the relationship between cheating in school and unethical as well as counter-productive work behavior once those individuals enter the workplace (Stone et al., 2010; Nonis & Swift, 2001; Sims, 1993). As education has gone global now, examination cheating among higher education institutions appears to be unconstrained (Chapman & Lupton, 2004). In response to the issues mentioned above, the purpose of this study investigates the perceptions of examination cheating among business students in higher education institutions.

In the study conducted by Zauwiyah et al. (2008), cheating among students during examination is a severe issue which may have led to serious consequences. It is a common practice in higher education institutions where prior to the commencement of the examination, guidelines and reminders are read out to candidates. Candidates who do not comply with the examination rules and regulations may be liable to disciplinary action such as being suspended from the university.

1.3   Research Objectives

1.3.1 General Objectives

The general objectives of this study are to evaluate the perceptions of examination cheating behavior (ECB) among business students in higher education institutions.

Specific Objectives
1.   To examine the relationship between attitudes towards examination cheating behavior (ECB).
2.   To examine the relationship between pressure towards examination cheating behavior (ECB).
3.   To examine the relationship between self-esteem towards examination cheating behavior (ECB).
4.   To examine the relationship between peer influence towards examination cheating behavior (ECB).

1.3.2 Research Questions

1. Is there any relationship between attitudes towards examination cheating behavior (ECB).

2. Is there any relationship between pressures towards examination cheating behavior (ECB).

3. Is there any relationship between self-esteem towards examination cheating behavior (ECB).

4. Is there any relationship between peer influence towards examination cheating behavior (ECB).

1.4 Research Significance

In this section, there are many values in this research that can be contributed to many parties, especially for academicians to develop the moralities and ethics in students so that institutions may provide ethically cultivated professionals to the business community. Cheating on exams is an unhealthy phenomenon that does not allow a distinction between outstanding students and ordinary students in the education system. Governments, school administrators, families, communities, and employers should pay more attention to students' knowledge instead of paper qualifications (Ifeagwazi, 2019).

In addition, this study would also benefit the business field as it will enhance the employers' knowledge of how unethical behavior will affect society. The number of years spent at a business school seems to influence students' attitudes toward academic dishonesty and business ethics as they rely on their peers most of the time. The pressure of excellence in business schools may have contributed to this unfavorable attitude, or their experience shows that dishonesty is good. If so, the academic community needs to put more caution in controlling academic dishonesty, such as ECB. A student honors code (Kidwell, 2001) can be implemented to influence students' attitudes toward academic cheating and business ethics.

The study provides further support to higher education institutions to monitor students who may be academic cheaters. For instance, this has been established well among the France business students (Hendy & Montargot, 2019); Hong Kong and American students (Chapman & Lupton, 2004); Taiwan business students (Lin & Wen, 2007).

1.5   Chapter Layout

This study is structured into 5 chapters. Firstly, Chapter 1 provides the background, overview of this study, statement problem, and the significance of this study. Then, Chapter 2 provides a conceptual framework and theoretical framework for the research problem. Next, Chapter 3 includes the research design, the procedure for data collection, and data analysis procedure. Furthermore, Chapter 4 summarizes the data collected and presents its analysis. It includes explanations and applications of the results of the data collected. Last, Chapter 5 concludes the study.

CHAPTER 2: LITERATURE REVIEW

2.0   Introduction

In this chapter, the review, study, and summary of reputable summary journals and articles is a crucial action in the field of study this study. Besides, independent variables and the dependent variable are concerned for discussion. The purpose of this study is mainly to examine the factors of students' perceptions towards examination cheating behavior. Other than that, relevant theoretical framework will also be included in this chapter.

2.1   Underlying Theories

2.1.1 Theory of Planned Behavior

The underlying theoretical framework supporting this study is the Theory of Planned Behavior (TPB). The TPB is an extension of the Theory of Reasoned Action (TRA), a model developed to identify antecedent to engagement in a given behavior. The TPB has been found to be a viable measure of student behavioral intentions (Coleman et al., 2011).

Ajzen (1975) added perceived behavioral control to enhance predictions, that is, behaviors are not completely controlled by human wills, such as where behavior may be constrained, violated norms or rules, or both. Therefore, the addition of the perceived behavior control component takes into account whether a person has access to the necessary resources and has the opportunity to participate in the behavior (Azjen & Madden, 1986). Cheating is a clear example of this behavior because cheating does not only violates academic integrity policies but is often constrained by other factors, such as whether an exam invigilator and/or cheating from another student is

available. Students may have a favorable attitude toward cheating and may have friends involved in cheating, but the level of exam monitoring in a particular class may make cheating very difficult or impossible. Research supports TPB over TRA in predicting a range of intentions and behaviors, including ethical and unethical activities (Chang, 1998; Kurland, 1995; Madden, Ellen & Ajzen, 1992).

Based on past studies, although TPB is one of the most influential psychological theories in predicting a wide range of behavior, its application in predicting examination cheating behavior (ECB) has been less studied. According to past research found in the literature search, most were conducted in the U.S. (Stone et al., 2010; Scrimpshire et al, 2017; Stone et al., 2007; Franklyn-Stokes & Newstead, 1995; Beck & Ajzen, 1991) with only one study examining the TPB across 7 countries including U.S., Poland, Turkey, Romania, New Zealand, Switzerland, and Ukarine (Chudzicka-Czupała et al., 2016).

2.2 Review of Variables

2.2.1 Cheating

Cheating is a disregard of legitimate rules of conduct and ethical standards and its effects can be detrimental to a student's future (Coleman &Mahaffey, 2000). According to McCabe (2011), ECB is defined as an individual who admits that he or she have at least cheated once on examination (that) includes he or she engaged in copying on an examination - with or without another student's knowledge, using crib notes on an examination, or helping someone else to cheat on an examination.

Bernardi et al. (2012) in their study on business students revealed that students had cheated in either minor or major examinations have an intention to cheat in the future. Bernardi et al. (2012) claimed that students

who engage in cheating often look for excuses to prove or eliminate their unethical behavior. This is part of a strategy to eliminate guilty feelings or as a defense if their cheating act is disapproved of by others. Prior studies have also reported that students who cheat usually have a greater tendency to neutralize their cheating behavior compared to non-cheaters (Meng et al., 2014; Olafson et al., 2013; MacGregor & Stuebs, 2012; Vandehey, Diefhoff & LaBeff, 2007; Diekhoff et al., 1999; Pulvers & Diekhoff, 1999).

Students' evaluation of cheating behavior may also be related to the frequency with which they engage in cheating behavior. Graham et al. (1994) pointed out that students who are less rigorous are more likely to cheat than students who are less tolerant of academic dishonesty. Existing research on academic cheating shows that the majority of students think that cheating "during" or "on" an exam is very serious. Nuss (1984) states that three of five forms of academic dishonesty perceived by students to be most serious were related to examinations. Sims (1995) also claims that students considered exam-related cheating behaviors to be most serious. These include asking another student to take an exam using his or her name and using crib notes during an exam.

2.2.2 Attitude

Higher education institutions are not immune to cheating and other unethical behavior. Higher education has experienced considerable dilemmas (Wilcox & Ebbs, 1992). Unethical behavior occurs in many higher education institutions where unethical and dishonest students and their behavior succeed in undermining the learning environment. To make matters worse, lecturers and faculty members tolerate fraud and their reputation is compromised in the process (Morrisette, 2001). As a result, lecturers often suffer from excessive stress, dissatisfaction and ultimate burnout (Boehm, Justice, & Weeks, 2009; Morrisette, 2001).

Environmental factor plays a role in the academic integrity of higher education institutions students is the institutional use of the code of conduct. These regulations specify the expected behavior, the personal rewards that are enforced, and the consequences of violating the code. The regulation or the code of conduct seems to have an impact on the moral development of students by increasing their sense of responsibility and responsibility towards themselves and others. As a result, students behave more honestly and are more likely to report cheating behavior than students in schools that do not have a code of honor (McCabe, Trevino, & Butterfield, 2001).

According to Love and Simmons (1998), negative personal attitudes are contrary to positive professional ethics. Whereas acting on positive professional ethics made a student less likely to cheat, negative personal attitudes were part of a mindset that appeared to make cheating and plagiarism more likely. These attitudes were abstracted from student's statements made about themselves and from statements they made about other students.

2.2.3 Pressure

The potential contribution to cheating are task pressure, time pressure, family pressure, grade pressure, peer pressure, under stress, and afraid to fail (Šprajc et al., 2017; Smith et al., 2007; Love & Simmons, 1998). Pressure was determined to be the most likely cause of cheating. The main types of pressure are grade pressure, time pressure and task pressure (Love & Simmons, 1998).

Students often focus on the end result of the examination rather than the skills and knowledge they learned in the institutions (Kwong et al., 2010). This view is supported by Šprajc et al. (2017) that students faced tremendous pressure from grade pressure who needs to compete for scholarships.

Students often see education as a rung in the ladder to success, and not a valuable positive process.

According to Love and Simmons (1998), in some cases, time pressures is considered as a constraint, for instance, I don't think I have time to cheat; however, it is often considered as a committed behavior, whereby, for instance, I don't have time, so I will have to cheat. The majority of students mentioned they have poor management of time and due to the over-workload from the universities, students are forced to cheat during the examination.

Chiesel (2007) believes that students will cheat because they are afraid of failure, desperately want good grades, believe that they will not be caught and there is no strict law on cheating. In addition, task pressure influenced the decision to cheat was the time to finish the task is nearly the end (Panjaitan, 2017; Elliott et al., 2014; Yardley et al., 2009), and pressure to perform well (Anderman & Midgely, 2004).

2.2.4 Self-Esteem

Global self-esteem is defined as the overall value of the individual as a person (Bushman & Baumeister, 1998; Rosenberg et al., 1989). The need for self-esteem is the basic motivation of human beings (Kaplan et al., 2009). Based on Maslow's hierarchy of needs, self-esteem ranks number four, together with the need for respect (McLeod, 2007; Gawel, 1997).

Jordan et al. (2001) concluded that, from a psychological perspective, cheating may cause instability student values, and can lead to serious psychological problems, such as inside and feel ashamed. This, in turn, will have a negative impact on students', self-esteem, motivational level, and learning ability.

The feeling of self-esteem is negatively related to cheating. The relationship between doing wrong and self-esteem is more complicated, and in order to maintain self-esteem, one tends to make more external reasons for his behavior (Murdock & Stephens, 2006). Thus, self-esteem will not demote. Therefore, students with a high level of mastery will be inconsistent with cheating (Stephens & Gehlbach, 2006).

2.2.5 Peer Influence

Crutchfield (1955) mentioned that in most people, adherence to the majority in a social setting is the norm. The term peer influence was later redefined as a change in the decision or action made by an individual due to the influence of collective decision-making (Gino et al., 2009). It was also concluded that the influence of peers has a significant impact and impact on a person's behavior (Carrell et al., 2007).

Much academic integrity studies have focused on characteristics of cheaters, including how they perceive others, in order to determine the role of various factor that influences examination cheating (Scrimpshire et al., 2016). There are few researchers argued that students learn to cheat from friends and cheating becomes a norm to them (McCabe et al., 2012; Smyth & Davis, 2004)

Previous studies have shown that peer groups have a significant impact on student attitudes (Dey, 1997; Dey, 1996; Astin, 1993), and the impact in these may be relative to increased stress or offset the power by the general society. Students with moderate abilities are generally more susceptible to peers than the other students at both ends of the ability distribution (Winston & Zimmerman, 2004).

2.3   Conceptual Framework

Figure 2.1: Proposed Conceptual Framework
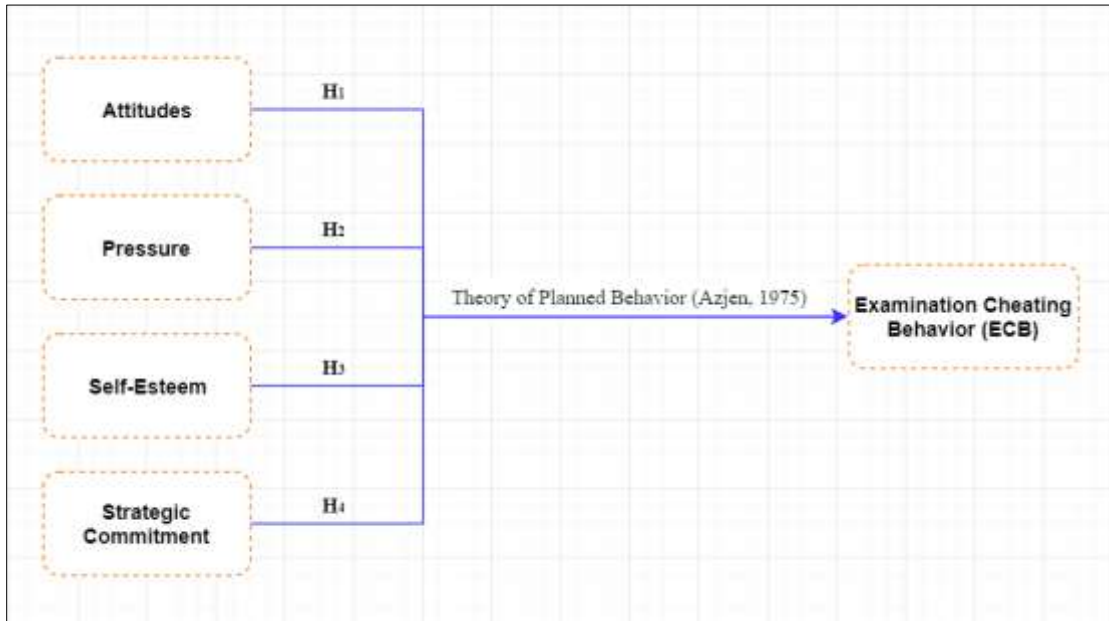
The model proposed above has one dependent variable and four independent variables: examination cheating behavior, attitude, pressure, self-esteem, and peer influence. This model was developed based on the theory of planned behavior.

2.4 Hypotheses Development

H_{01}: There is no relationship between attitudes towards examination cheating behavior (ECB).

H_{a1}: There is a relationship between attitudes towards examination cheating behavior (ECB).

H_{02}: There is no relationship between pressures towards examination cheating behavior (ECB).

H_{a2}: There is a relationship between pressures towards examination cheating behavior (ECB).

H_{03}: There is no relationship between self-esteem towards examination cheating behavior (ECB).

H_{a3}: There is a relationship between self-esteem towards examination cheating behavior (ECB).

H_{04}: There is no relationship between peer influence towards examination cheating behavior (ECB).

H_{a4}: There is a relationship between peer influence towards examination cheating behavior (ECB).

CHAPTER 3: METHODOLOGY

3.0   Introduction

This section of the study discusses the methodology that will be used in terms of the research setting, the sample used, data collection, measurement scales and methods of analysis. This study is conducted to identify the perceptions of examination cheating behavior among business students in higher education institutions. It strives to provide a better understanding of how attitudes, pressures, self-esteem, and peer influence influences the business students in higher education institutions to cheat during the examination.

3.1   Research Design

A research design is a plan that specifies the methods and procedures for collecting and analyzing the information needed, also to make sure the information is appropriate for solving the problem (Zikmund, 2013). This study employed descriptive analysis and quantitative research.

3.1.1 Descriptive Analysis

Descriptive research is concerned about the characteristics of individuals and the whole sample (Salaria, 2012). This study employs descriptive analysis to describe the demographics of business students in higher education institutions at Klang Valley in order to provide a better understanding of the essence of the problem that exists for the researcher.

3.1.2 Quantitative Research

Aliaga and Gunderson (2000) defined phenomena as explained by collecting numerical data that has been analyzed using mathematical methods. Through quantitative research, a systematic investigation of observable phenomena will be seen by using mathematical, statistical or computational techniques.

3.2 Sampling Design

3.2.1 Target Population

In this study, the target population is the business students in higher education institutions in Klang Valley. The reason for selecting business students who studied in Klang Valley are being selected is because students are able to provide accurately perceived behavior about their perceptions towards ECB. Therefore, students will be at ease when they are answering the questionnaire.

3.2.2 Sampling Location and Sampling Frames

The locations chosen for this study are public and private higher education institutions that are situated in Klang Valley. The reason to set higher education institutions that are situated in Klang Valley is that the location offers ample of higher education institutions.

3.2.3 Sampling Technique

This study applied a non-probability method which includes convenience sampling. Convenience sampling refers to the sample chosen based on the convenience of the researcher (Acharya, Prakash, & Nigam, 2013). This method was chosen because respondents that were selected are at the right place at the right time. This method is used in this research where respondents who meet the criteria are recruited in the research. Thus, it will be convenient and less expensive to conduct this research. Section A of the self-administrated questionnaire was a qualifying question in order to catch the accurate information of the respondents.

3.2.4 Sample Size

This study able to determine the sample size by using the rule of thumb proposed by Roscoe (1975). The appropriate sample size has to be larger than 30 and less than 500 (Roscoe, 1975). The sample size of this study employed a software named G*Power Version 3.1.9.2 to compute effect sizes and to display graphically the result of power analysis, and the required sample size is 129. This study has successfully collected 250 sets of questionnaires that were distributed in higher education institutions at Klang Valley, however, only total of 224 sets of respondents are valid respondents

3.3   Data Collection Method

3.3.1 Primary Data

Primary data refers to the original data that is collected to conduct specific research (Hox & Boeije, 2005). In this study, primary data was collected through a method such as an electronic questionnaire where there are 2 ways to access it. The respondent can either scan the QR Code to respond to the questionnaire or researcher will share the link among the respondents. The reason that this method is being chosen because it is the most efficient in terms of time and cost.

3.4   Research Instrument

3.4.1 Questionnaire Design

The methodologies used in this research are the electronic questionnaire which is conducting the survey through Internet. The questionnaires will reach the respondents by scanning a QR Code provided by the researcher in-person to a large group of respondents. The online survey is widely used in this modern era to collect data from respondents through the Internet (Wright, 2005). There are several advantages of using online survey compared to an email survey. It allows the research to get quicker responses and save time while working on other tasks (Llieva, Baron & Healey, 2002). Moreover, it is also inexpensive to conduct an online survey.

The self-administered survey will be adopted as the research instrument for this research. It is a questionnaire where respondents are able to complete it by themselves without any assistance or interviews. Besides, the questionnaire was also designed in three languages in order to cater to respondents' preference in answering the questionnaires.

There are three sections in this questionnaire. Section A is the qualifying question that involved one question. If all answers are yes, the respondent is required to complete the questionnaire. However, if one of the answers is no, the respondent does not require to continue to answer the questionnaire. Section B is designed is to measure the independent variables which are Attitude, Pressure, Self-Esteem, and Peer Influence, section B also measures the dependent variable which is cheating behavior. In section B respondents are required to rate the level of agree or disagree on a 5-point Likert scale, ranging 1 (Strongly Disagree) to 5 (Strongly Agree). Section C concerns with the respondents' demographic profile such as gender, ethnicity, age, types of higher education institutions, the education level, and status.

3.4.2 Pre-Test

Pretesting is a questionnaire survey of small sample respondents. A pretest is being conducted prior to conduct a comprehensive study to identify any issues, such as unclear wording or lengthy use of the questionnaire.

3.4.3 Pilot Test

The pilot test is being conducted in this study in order to test the feasibility of a method that will eventually be used in large-scale studies. Therefore, 30 sets of the questionnaire are being distributed to lecturers from different institutions and students who are in higher education institutions.

3.5   Construct Measurement

3.5.1 Scale Measurement

The research instrument of this research consists of three sections in the survey. Section A used a nominal scale. Section B used the interval scale. Section C used nominal scale and ordinal scale.

3.5.1.1   Nominal Scale

The nominal scale is by placing some data into categories such as gender, ethnic group or religion without any order (Francis & Mousley, 2014). This measurement scale will not be able to perform any calculations when conducting a survey (Levine, Stephen, & Szabat, 2017). In Section A, qualifying questions were conducted using nominal scale. For instance, the question asked the respondents whether they are students or not. The answer option will be Yes or No.

3.5.1.2   Ordinal Scale

The ordinal scale is a ranking of scales (Francis & Mousley, 2014). By using this measurement scale, this study able to classify the items based on the degree of differences of characteristics. However, this type of measurement scale will not allow us to measure the specific amount of differences in this study. In Section C, Questions 4, and 7 were conducted using the ordinal scale. For example, Questions 4, and 7 asked the respondents about their age and education level, respectively.

3.5.1.3   Interval Scale

The interval scale represents an ordered scale where zero does not have a meaning (Francis & Mousley, 2014). This measurement scale allows calculating the averages such as Mean, Median, and Mode. 5-point Likert scale ranging from 1 to 5 will be used for Section B, where 1 indicates Strongly Disagree and 5 indicates Strongly Agree. In section B, questions will be conducted by using interval scale. For example, the researcher asked the respondents on the perception of examination cheating behavior among business students.

3.5.2 Origin of Construct

This study adopted questions from past research studies. The dependent variable for the question in the questionnaire is cheating and was adopted from Scrimpshire (2016), Zauwiyah et al. (2008), and Jensen et al. (2001).

The independent variables for the questions are attitudes, pressure, self-esteem, and peer influence. Questions were adopted from Bolin (2004) and Stone et al. (2010) for attitudes; Passow et al. (2006) and James et al. (2019) for pressures; Iyer and Eastman (2006) for self-esteem; Nga and Lam (2012) for peer influence. Each construct and measurement items are as below.

Each of these questions was chosen because it has high Cronbach's Alpha and this means they are reliable and consistent.

Table 3. 1: Origin of Construct

Constructs	Adapted Items	Cronbach's Alpha	Sources
Attitudes	1. It is "wrong" to cheat. 2. I should go ahead and cheat if I know I can get away with it	0.75	Bolin, 2004

	3. I would allow my friend to copy my answer during examination if he/she asked.			
	4. It is important to report observations of examination cheating behavior by other students.	0.81	Stone et al., 2010	
Pressure	1. I would cheat if doing so helped me retain financial assistance. 2. My parents put more pressure on me to get good grades.	0.87	Passow et al, 2006	
	3. To be successful I need a high GPA. 4. To get a good job I need a high GPA.	0.74	James et al., 2019	
Self-Esteem	1. At times, I think, I am no good at all. 2. I feel I do not have much to be proud of. 3. I certainly feel useless at times. 4. I wish I could have more respect for myself.	0.85	Iyer & Eastman, 2006	
Peer Influence	1. I feel insecure if I am not cheating together with my friends. 2. I would do anything just to be accepted in a group. 3. I will join my friends in cheating if my friends are doing so. 4. I will conform to the group's decision in cheating.	0.778	Nga & Lam, 2012	
Cheating	1. I have cheated on examination in any way. 2. I have peaked at my friends' answers during examinations.	0.86	Scrimpshire, 2016	
	3. I have "shared" answers in examinations.	0.896	Zauwiyah et al., 2008	

<u>Source</u>: Developed for the research

3.6   Data Processing

3.6.1 Data Checking

Data checking is important to ensure that the data this study collected are useful and valid for the study. Data checking helps to understand the respondents and analyze the respondents' answer patterns toward different questions (Bajpai, 2011). This study has to address all the problems such as unanswered questions and errors found in the questionnaire before data are being edited as this will be the final stage of this research (Bajpai, 2011).

3.6.2 Data Editing

Data editing is a process where checking of the questionnaire is necessary. This study has to examine the errors such as suspicious, incomplete answers and inconsistent from the study of the questionnaire (Bajpai, 2011). The errors often caused by respondents' carelessness, such as answers filled in inconsistently. These errors have to be removed in this stage to ensure that the data are valid before proceeding to the next stage of this research. There are 26 sets of questionnaire being eliminated because these 26 respondents are found to be not valid and/or the questionnaire was not filled in completely. Therefore, 224 sets of questionnaires are valid in this study and will be used.

3.6.3 Data Coding

Data coding is a process where researchers identify and assigning a numerical score or other character symbols to process data in the computer (Bajpai, 2011). The raw data that the study received from the respondents will be entered in Microsoft Excel. The data will then be exported easily to Statistical Package for Social Science (SPSS) system 21.0. For example,

question 2 from section C questionnaire is to ask the gender of the respondents where 1 indicates male and 2 indicates female.

3.6.4 Data Entry

Data entry is a stage of entering data in the spreadsheet. The data that were coded in the previous stage will now be entered into SPSS system. Data entry requires a re-check to ensure accuracy and error-free in the system.

3.7 Data Analysis

As mentioned in 3.6.3, the Microsoft Excel and SPSS system that was adopted in this research to analyze the data. The result that we obtained from the Microsoft Excel and SPSS system will be used to test the hypotheses in this study.

3.7.1 Descriptive Analysis

The descriptive analysis provides a clear and understandable picture of the sample in this study. This study will be using descriptive analysis to report the demographics of the respondents. The demographics of this research include nationality, ethnicity, gender, age, types of higher educational institutions, education level, and status.

3.7.2 Scale Measurement

Internal reliability test will be used in this study. Reliability refers to the extent where measures are error-free and consistent results will be produced (Zikmund et al., 2013).

The internal reliability test will be assessed by Cronbach's Alpha test. Cronbach's Alpha refers to a technique used in order to provide an estimate of the reliability of the test. This technique requires only a one time administration (Gliem & Gliem, 2003). Cronbach Alpha coefficient ranges from value 0 to 1 and may be used to test the reliability of factors extracted from multi-point formatted questionnaires or scales. It can be seen that when the score gets higher, the generated scale will become more reliable (Santos, 1999). The researcher used five-point Likert scales (1= strongly disagree; 5= strongly agree) to conduct this study. If the value falls below 0.6, the strength of association is poor whereas if the value above or equal to 0.9, the strength of association is excellent (Zikmund et al., 2013).

3.7.3 Inferential Analysis

The inferential analysis is to make inferences or judgments about a population from the sample. This study can make a conclusion on the relationship between population variables by using the sample data (Hair et al., 2007).

3.7.3.1   Pearson's Correlation Coefficient

Pearson's correlation coefficient is the test statistics that measures the statistical relationship, or association, between two continuous variables. It is known as the best method of measuring the association between variables of interest because it is based on the method of covariance. It gives

information about the magnitude of the association, or correlation, as well as the direction of the relationship.

Correlation is a technique for investigating the relationship between two quantitative, continuous variables, for example, the independent variables and the dependent variable. Pearson's correlation coefficient (r) is a measure of the strength of the association between the two variables.

3.8   Conclusion

The stages of data collection, processing and analysis process, sampling design and research instrument are described in great depth and clarity. Besides, the gathered information will be discussed in the next chapter for analysis purposes.

CHAPTER 4: DATA ANALYSIS

4.0   Introduction

In this chapter, 224 sets of questionnaires were used to conduct data analysis via Statistical Package for Social Science (SPSS) Version 21.0 and Microsoft Excel. Respondent's demographic and general information will be presented. Besides, the Cronbach Alpha reliability test in determining the internal consistency of the multi items scale will be presented. Moreover, statistical analysis is also presented in order to determine the relationship between variables.

4.1   Descriptive Analysis

4.1.1 Respondent Demographic Profile

4.1.1.1   Gender

Table 4.1: Gender

Male	Female
Frequency (%)	Frequency (%)
79 (32.38%)	165 (67.62%)

Source: Developed for the research.

Table 4.1 illustrates the frequencies of respondents according to gender. There is a total of 224 respondents, 79 respondents are male while 165 respondents are female which consists of 32.38% and 67.62% of the total respondents respectively.

4.1.1.2   Ethnicity

Table 4.2: Ethnicity

	Male Frequency (%)	Female Frequency (%)	Total Frequency (%)
Malay	4 (1.64%)	45 (18.44%)	49 (20.08%)
Chinese	71 (29.10%)	109 (44.67%)	180 (73.77%)
Indian	4 (1.64%)	11 (4.51%)	15 (6.15%)
Total	**79**	**165**	**244 (100%)**

Source: Developed for the research.

Based on Table 4.2, the results revealed that from 79 male respondents, the majority of the male respondents are Chinese 71 (29.10%), followed by Malay and Indian 4 (1.64%) respectively. From 165 female respondents, the majority of the female respondents are also Chinese 109 (44.67%), followed by Malay 45 (18.44%), and Indian 11 (4.51%). Overall, it can be concluded that majority of the respondents are Chinese and followed by Malay and Indian.

4.1.1.3   Age

Table 4.3: Age

	Male Frequency (%)	Female Frequency (%)	Total Frequency (%)
19 and below	1 (0.41%)	4 (1.64%)	5 (2.05%)
20-24	78 (31.97%)	160 (65.57%)	238 (97.54%)
25-29	0 (0%)	1 (0.41%)	1 (0.41%)
30-34	0 (0%)	0 (0%)	0 (0%)
35-39	0 (0%)	0 (0%)	0 (0%)
40 and above	0 (0%)	0 (0%)	0 (0%)
Total	**79**	**165**	**244 (100%)**

Source: Developed for the research.

As shown in Table 4.3, in terms of age, from 79 male respondents, there is 1 (0.41%) from "19 and below", followed by the majority of 78 (31.97%) from the age of between "20-24". There were no male respondents from the age group of "25-29", "30-34", "35-39" and "40 and above". As for female respondent, from 165 female respondents, there is 4 (1.64%) from "19 and below", followed by the majority of 160 (65.57%) from the age between "20-24", and 1 (0.41%) from the age between "25-29". There were no female respondents from the age group of "30-34", "35-39" and "40 and above". Overall, the majority of the respondents are from the age group of 20-24.

4.1.1.4 Higher Education Institution

Table 4.4: Higher Education Institution

	Male Frequency (%)	Female Frequency (%)	Total Frequency (%)
Public University	32 (13.11%)	68 (27.87%)	100 (40.98%)
Private University	47 (19.26%)	97 (39.75%)	144 (59.02%)
Total	**79**	**165**	**244 (100%)**

Source: Developed for the research.

From table 4.4, the results showed that from 79 male respondents, 32 (13.11%) are from public universities and 47 (19.26%) respondents are from private universities. Besides, from 165 female respondents, 68 (27.87%) are from public university and 97 (39.75%) respondents are from private universities. The overall scale is 41% of respondents from public universities and 59% of respondents from private universities.

4.1.1.5 Education Level

Table 4.5: Education Level

	Male Frequency (%)	Female Frequency (%)	Total Frequency (%)
Foundation/ Matriculation	2 (0.82%)	5 (2.05%)	7 (2.87%)
Undergraduate	76 (31.15%)	159 (65.16%)	235 (96.31%)
Postgraduate	1 (0.41%)	1 (0.41%)	2 (0.82%)
Total	**79**	**165**	**244 (100%)**

Source: Developed for the research.

Referring to Table 4.5, as data shows, there are 76 male respondents (31.15%) with an education level of undergraduate which is the highest, followed by 2 male respondents (0.82%) with the education level of foundation/matriculation and 1 male respondent (0.41%) with an education level of postgraduate. Besides, there are 159 female respondents (65.16%) with the education level of undergraduate which is the highest, followed by 5 female respondents (2.05%) with the education level of foundation/matriculation and 1 female respondent (0.41%) with the education level of postgraduate.

4.1.2 Central Tendencies Measurement of Constructs

Table 4.6: Descriptive Variables Analysis

Variables	N	Mean	Std. Deviation
Attitude	244	3.7869	0.84204
Pressure	244	3.0994	0.88315
Self Esteem	244	3.5133	0.87258
Peer Influence	244	1.9764	0.94046
Cheating	244	3.096	1.2100

Source: Developed for the research.

Table 4.6 shows that the mean value for Attitude, Pressure, Self-Esteem, and Cheating are between 3.0 to 3.7, representing neutral and agree on the 5-point Likert scale. The independent variable, Peer Influence shows $\bar{x}$ = 1.9764, representing disagree on the 5-point Likert scale. The majority think that it is Attitude that influences them to cheat during the examination, followed by Self Esteem, Pressure and Peer Influence.

4.1.2.1 Frequencies of Variables

Table 4.7: Frequency of Examination Cheating Behavior

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Attitude										
1. It is "wrong" to cheat.	9	4	6	2	28	11	61	25	140	57
2. I should go ahead and cheat if I know I can get away with it.	101	36	55	22	46	24	20	14	22	5

3. I would allow my friend to copy my answer during examination if he/she asked.	88	41	53	23	58	19	33	8	12	9
4. It is important to report observations of examination cheating behavior by other students.	15	6	37	15	91	37	49	20	52	21

Pressure

1. I would cheat if doing so helped me retain financial assistance.	62	25	48	20	67	27	32	13	35	14
2. My parents put more pressure on me to get good grades.	60	25	53	22	70	29	34	14	27	11
3. To be successful I need a high GPA.	23	9	36	15	65	27	66	27	54	22
4. To get a good job I need a high GPA.	14	6	19	8	65	27	85	35	61	25

Self-Esteem

1. At times, I think, I am no good at all.	10	4	18	7	58	24	90	37	68	28
2. I feel I do not have much to be proud of.	23	9	40	16	69	28	67	27	45	18
3. I certainly feel useless at times.	40	16	44	18	70	29	52	21	38	16

4. I wish I could have more respect for myself.	10	4	7	3	48	20	93	38	86	35
Peer Influence										
1. I feel insecure if I am not cheating together with my friends.	128	52	51	21	43	18	11	5	11	5
2. I would do anything just to be accepted in a group.	100	41	57	23	64	26	13	5	10	4
3. I will join my friends in cheating if my friends are doing so.	108	44	69	28	45	18	12	5	10	4
4. I will conform to the group's decision in cheating.	113	46	55	23	55	23	9	4	12	5
Cheating										
1. I have cheated in examination in any way.	45	18	29	12	53	22	76	31	41	17
2. I have peeked at my friends' answers during examinations.	60	25	35	14	50	20	61	25	38	16
3. I have "shared" answers in examinations.	43	18	29	12	53	22	74	30	45	18

Source: Developed for the research.

4.2   Scale Measurement

4.2.1 Reliability Test

Table 4.8: Reliability Statistic for Actual Result

Construct	Cronbach's Alpha	Number of Items
Attitude	0.678	4
Pressure	0.662	4
Self Esteem	0.751	4
Peer Influence	0.861	4
Cheating	0.856	3

Source: Developed for the research.

The internal consistency of the 19 items was analyzed by Cronbach's Alpha analysis. Based on the rules of thumb suggested by Sekaran and Bougie (2016), the Cronbach's alpha coefficient of the scale should be 0.7 which is the minimum standard in order to measure the same underlying construct. However, according to Zikmund et al. (2013), Cronbach alpha at the level of 0.6 it is also considered as acceptable. Therefore, this study shows that all variables are reliable.

4.3   Inferential Analysis

4.3.1 Correlations

Table 4.9: Correlations

		A0	P0	SE0	PI0	C0
A0	Person Correlation	1	.156*	.046	-.043	-.012
	Sig. (2-tailed)		.015	.472	.506	.853
	N	244	244	244	244	244
P0	Person Correlation	.156*	1	.269**	.350**	.202**
	Sig. (2-tailed)	.015		.000	.000	.002
	N	244	244	244	244	244
SE0	Person Correlation	.046	.269**	1	.094	131*
	Sig. (2-tailed)	.472	.000		.143	.041
	N	244	244	244	244	244
PI0	Person Correlation	-.043	.350**	.094	1	288**
	Sig. (2-tailed)	.506	.000	.143		.000
	N	244	244	244	244	244
C0	Person Correlation	-.012	.202**	.131*	.288**	1
	Sig. (2-tailed)	.853	.002	.041	.000	
	N	244	244	244	244	244

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the level (2-tailed).

Source: Developed for the research.

4.3.1.1 Correlation between Attitude and ECB

Table 4.10: Correlations between Attitude and ECB

		A1	A2	A3	A4	C1	C2	C3
A1	Pearson Correlation	1	.354**	.217**	.355**	.073	-.016	.028
	Sig. (2-tailed)		.000	.001	.000	.256	.803	.664
	N	244	244	244	244	244	244	244
A2	Pearson Correlation	.354**	1	.512**	.270**	.056	-.075	.026
	Sig. (2-tailed)	.000		.000	.000	.381	.242	.684
	N	244	244	244	244	244	244	244
A3	Pearson Correlation	.217**	.512**	1	.356**	.014	-.036	.046
	Sig. (2-tailed)	.001	.000		.000	.831	.572	.476
	N	244	244	244	244	244	244	244
A4	Pearson Correlation	.355**	.270**	.356**	1	-.036	-.082	-.072
	Sig. (2-tailed)	.000	.000	.000		.572	.200	.264
	N	244	244	244	244	244	244	244
C1	Pearson Correlation	.073	.056	.014	-.036	1	.724**	.712**
	Sig. (2-tailed)	.256	.381	.831	.572		.000	.000
	N	244	244	244	244	244	244	244
C2	Pearson Correlation	-.016	-.075	-.036	-.082	.724**	1	.562**
	Sig. (2-tailed)	.803	.242	.572	.200	.000		.000
	N	244	244	244	244	244	244	244
C3	Pearson Correlation	.028	.026	.046	-.072	.712**	.562**	1
	Sig. (2-tailed)	.664	.684	.476	.264	.000	.000	
	N	244	244	244	244	244	244	244

**. Correlation is significant at the 0.01 level (2-tailed).

Source: Developed for the research.

Overall, there is a negative correlation between attitude and ECB. Because if business students have the right attitude, they will not practice ECB, therefore the C2 column showed a negative Pearson Correlation. Interestingly, the report on the observation (row A4) of ECB also has a negative Pearson Correlation because business students are unlikely to cheat and tend to be the whistleblower.

4.3.1.2 Correlation between Pressure and ECB

Table 4.11: Correlations between Pressure and ECB

		P1	P2	P3	P4	C1	C2	C3
P1	Pearson Correlation	1	.356**	.108	.150*	.503**	.387**	.325**
	Sig. (2-tailed)		.000	.091	.019	.000	.000	.000
	N	244	244	244	244	244	244	244
P2	Pearson Correlation	.356**	1	.346**	.315**	.152*	.002	.090
	Sig. (2-tailed)	.000		.000	.000	.017	.980	.163
	N	244	244	244	244	244	244	244
P3	Pearson Correlation	.108	.346**	1	.766**	-.039	-.050	.031
	Sig. (2-tailed)	.091	.000		.000	.549	.440	.634
	N	244	244	244	244	244	244	244
P4	Pearson Correlation	.150*	.315**	.766**	1	-.037	-.024	.060
	Sig. (2-tailed)	.019	.000	.000		.562	.708	.351
	N	244	244	244	244	244	244	244
C1	Pearson Correlation	.503**	.152*	-.039	-.037	1	.724**	.712**
	Sig. (2-tailed)	.000	.017	.549	.562		.000	.000
	N	244	244	244	244	244	244	244
C2	Pearson Correlation	.387**	.002	-.050	-.024	.724**	1	.562**
	Sig. (2-tailed)	.000	.980	.440	.708	.000		.000
	N	244	244	244	244	244	244	244
C3	Pearson Correlation	.325**	.090	.031	.060	.712**	.562**	1
	Sig. (2-tailed)	.000	.163	.634	.351	.000	.000	
	N	244	244	244	244	244	244	244

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the level (2-tailed).

Source: Developed for the research.

Overall, Financial Assistance (row P1) is positively and significantly correlated to the ECB. Because students are relying on financial assistance such as PTPTN loan, to fund their studies. On the other hand, parents' pressure (row P2: column C1) tends to be also the factor that influences ECB because business students might be or they are afraid of disappointing or being punished by their parents if they do not score well.

4.3.1.3   Correlation between Self-Esteem and ECB

Table 4.12: Correlations between Self-Esteem and ECB

		SE1	SE2	SE3	SE4	C1	C2	C3
SE1	Pearson Correlation	1	.533**	.528**	.348**	.266**	.180**	.198**
	Sig. (2-tailed)		.000	.000	.000	.000	.005	.002
	N	244	244	244	244	244	244	244
SE2	Pearson Correlation	.533**	1	.625**	.259**	.027	.048	-.038
	Sig. (2-tailed)	.000		.000	.000	.678	.451	.553
	N	244	244	244	244	244	244	244
SE3	Pearson Correlation	.528**	.625**	1	.253**	.090	.034	.050
	Sig. (2-tailed)	.000	.000		.000	.160	.594	.439
	N	244	244	244	244	244	244	244
SE4	Pearson Correlation	.348**	.259**	.253**	1	.111	.076	.063
	Sig. (2-tailed)	.000	.000	.000		.084	.238	.325
	N	244	244	244	244	244	244	244
C1	Pearson Correlation	.266**	.027	.090	.111	1	.724**	.712**
	Sig. (2-tailed)	.000	.678	.160	.084		.000	.000
	N	244	244	244	244	244	244	244
C2	Pearson Correlation	.180**	.048	.034	.076	.724**	1	.562**
	Sig. (2-tailed)	.005	.451	.594	.238	.000		.000
	N	244	244	244	244	244	244	244
C3	Pearson Correlation	.198**	-.038	.050	.063	.712**	.562**	1
	Sig. (2-tailed)	.002	.553	.439	.325	.000	.000	
	N	244	244	244	244	244	244	244

**. Correlation is significant at the 0.01 level (2-tailed).

Source: Developed for the research.

Overall Self-Esteem (row SE1) is positively and significantly correlated to the ECB. Because business students might think that they are no good enough to excel in their studies thus ECB takes place.

4.3.1.4 Correlation between Peer Influence and ECB

Table 4.13: Correlations between Peer Influence and ECB

		PI1	PI2	PI3	PI4	C1	C2	C3
PI1	Pearson Correlation	1	.610**	.602**	.661**	.183**	.133*	.218**
	Sig. (2-tailed)		.000	.000	.000	.004	.038	.001
	N	244	244	244	244	244	244	244
PI2	Pearson Correlation	.610**	1	.487**	.546**	.098	.066	.060
	Sig. (2-tailed)	.000		.000	.000	.129	.303	.353
	N	244	244	244	244	244	244	244
PI3	Pearson Correlation	.602**	.487**	1	.743**	.308**	.349**	.336**
	Sig. (2-tailed)	.000	.000		.000	.000	.000	.000
	N	244	244	244	244	244	244	244
PI4	Pearson Correlation	.661**	.546**	.743**	1	.255**	.269**	.292**
	Sig. (2-tailed)	.000	.000	.000		.000	.000	.000
	N	244	244	244	244	244	244	244
C1	Pearson Correlation	.183**	.098	.308**	.255**	1	.724**	.712**
	Sig. (2-tailed)	.004	.129	.000	.000		.000	.000
	N	244	244	244	244	244	244	244
C2	Pearson Correlation	.133*	.066	.349**	.269**	.724**	1	.562**
	Sig. (2-tailed)	.038	.303	.000	.000	.000		.000
	N	244	244	244	244	244	244	244
C3	Pearson Correlation	.218**	.060	.336**	.292**	.712**	.562**	1
	Sig. (2-tailed)	.001	.353	.000	.000	.000	.000	
	N	244	244	244	244	244	244	244

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

Source: Developed for the research.

As for Peer Influence, 3 out of 4 indicators (except for row PI2) show a positive and significant relationship to the ECB. Because students don't want to be left alone and maybe they are afraid that if they don't cheat together they might not score as good as their peers. Thus, peer influence and ECB are correlated.

4.4   Conclusion

This section concluded that there are few method to conduct in the data analysis to ensure the accuracy which includes descriptive analysis to present the respondent's demographic profile and general information, reliability test to prove the reliability and validity and inferential analysis has been interpreted by using Pearson Correlation to evaluate whether the independent variables have significant influence towards the dependent variables.

CHAPTER 5: DISCUSSION, CONCLUSION AND IMPLICATIONS

5.0   Introduction

This chapter will discuss the summary of statistical analyses and the major findings in the previous chapter. Furthermore, managerial implications and limitations will be discussed. Lastly, recommendations for future studies will also be included.

5.1   Summary of Statistical Analyses

5.1.1   Descriptive Analysis

In summary, there are 79 male respondents (32.28%) and 165 female respondents (67.72%). The majority of the respondents are Chinese (73.77%). Most of the respondents are aged between 20 to 24 (97.54%) where 96.31% of them are from the undergraduate level. In addition, the majority are from private universities (88.83%) and are full-time students.

Table 5.1: Descriptive Analysis

Variables		Frequency (%)	Total
Nationality	Malaysian	244 (100%)	100
	Non-Malaysian	0 (0%)	100
Ethnicity	Malay	49 (20.08%)	20.08
	Chinese	180 (73.77%)	93.85
	Indian	15 (6.15%)	100
Gender	Male	79 (32.28%)	32.38

	Female	165 (67.62%)	100
Age	19 and below	5(2.05%)	2.05
	20-24	238(97.54%)	99.59
	25-29	1(0.41%)	100
	30-34	0(0%)	100
	35-39	0(0%)	100
	40 and above	0(0%)	100
Higher Education Institutions	Private University	217 (88.93%)	88.93
	Public University	27 (11.07%)	100
Education Level	Foundation/Matriculation	7(2.87%)	2.87
	Undergraduate	235(96.31%)	99.18
	Postgraduate	2(0.82%)	100
Status	Full-Time	236 (96.72%)	96.72
	Part-Time	8 (3.28%)	100

Source: Developed for the research

5.1.2 Inferential Analysis

From the result of Pearson's Correlation Coefficient, it can be concluded that the findings in this study reviewed that factors contributing to examination cheating behavior includes attitude, pressure, self-esteem, and peer influence. The results was found that pressure, self-esteem and peer influence are the main factors that contributes to examination cheating behavior among business students. It was found that the attitude has no direct relationship towards examination cheating behavior.

5.2   Discussion on Major Findings

Table 5.2: Major Findings

Hypotheses	Significant	Conclusion
H_{01}: There is no relationship between attitudes towards examination cheating behavior (ECB).	p=0.853	Do not reject H_{01}
H_{a1}: There is a relationship between attitudes towards examination cheating behavior (ECB).		Reject H_{a1}
H_{02}: There is no relationship between pressures towards examination cheating behavior (ECB).	p=0.002	Reject H_{02}
H_{a2}: There is a relationship between pressures towards examination cheating behavior (ECB).		Do not reject H_{a2}
H_{03}: There is no relationship between self-esteem towards examination cheating behavior (ECB).	p=0.041	Reject H_{03}
H_{a3}: There is a relationship between self-esteem towards examination cheating behavior (ECB).		Do not reject H_{a3}
H_{04}: There is no relationship between peer influence towards examination cheating behavior (ECB).	p=0.000	Reject H_{04}
H_{a4}: There is a relationship between peer influence towards examination cheating behavior (ECB).		Do not reject H_{a4}

Source: Developed for the research

5.3   Implications of the Study

This study is very crucial to educators and managers who are interested in the undergraduate and business graduate thinking styles, and what they have a great interest in the ethical decisions they face in their daily lives. This study a candid portrait of today's business students cheating, their involvement and advice on sanctions. This study provides an "arterial finger" report that is especially useful for educators because they can engage students in academic honest discussions.

Academicians should develop the moralities and ethics in students so that institutions may provide ethically cultivated professionals to the business community. Providing teachers with training on cheating, professional development and the latest research may be a positive way for teachers to prepare for academic dishonesty. For administrators, it is important to give faculty and staff an opportunity to be aware of how they influence student behavior and their responsibilities in communicating ethical standards of conduct.

It is recommended to establish a philosophy of academic integrity to promote and educate lecturers and students about academic integrity, rather than emphasizing sanctions, consequences, punishment, and penalties for deceiving students, which is a recommendation for practice. Institutions that educate future managers need professional development and academic integrity. Opportunities for dialogue and discussion about cheating in the classroom can provide much-needed help to new faculty and staff. The Senate can also contribute to academic integrity through collective discussion policies, including classroom syllabus and exam policies.

5.4   Limitations of the Study

This study is not without limitations. This study draws a picture of Malaysian business students' perspectives towards ECB. It investigates into the manner of dishonesty in the universities. There are limitations that should be looked into when interpreting the findings of this study which are first, the Purposive Sampling approach that had employed to collect data from business students who studied in Klang Valley. The first limitation is the limited area to collect data. As this study only targeted business students who studied in Klang Valley and hence, the results only resemble this specific group and cannot be generalized to the whole population of business students in Malaysia. Besides, business students who studied in Klang Valley might have different perspectives on their attitudes, pressures, self-esteem, and peer influence towards ECB as compared to other geographical areas. Therefore, the results should not be generalized.

Besides, the result must be treated with caution as social desirability effects are difficult to control whenever self-reported are used. This study is cross-sectional and cannot be free form common method bias. Since this study is based on self-reported data, it has the weaknesses of possible social desirability bias which has been identified in related literature (Ifeagwazi, 2019; Gallant et al., 2015). Therefore, the result may not be considered as predictive of actual behavior in a real-world context.

The third limitation is time constraints and it brings difficulties in obtaining a vast area of respondents and also unable to search more variables that had been taken up by previous researchers. Meanwhile, the time period to conduct this study is relatively short which is only 6 months. Therefore, only 4 independents variables are presented in this research.

5.5   Recommendations for Future Research

Future researchers are suggested to gather data from extensive samples and distribute the questionnaire to business students in different geographical areas from Malaysia in order to obtain comparable results. Besides, this study should also target other students such as Medical students or Engineering students because they do play an important and crucial role in society. Hence, this can help future researchers to determine the identity of attitude, pressure, self-esteem and peer influence because different geographical areas students tend to have different perspectives towards ECB.

In addition, besides the independent variables being used in this study, future researchers may look into factors such as fear of failure, lack of competence, laziness, and others in order to gain better insight on the students' perspective towards ECB.

Moreover, the time frame to conduct this research should be extended to allow the researcher to view more related factors and variables as well as past research studies. Therefore, it is able to help researchers to deliver high reliable discoveries and a better understanding of Examination Cheating Behavior.

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APPENDIX

Dear respondent,

I am a student currently pursing Bachelor of International Business (Hons) in Universiti Tunku Abdul Rahman (UTAR). I am conducting a research on the topic of "Perceptions of Examination Cheating among Business Students in Higher Education Institutions".

Participation of this survey is voluntary. The completion of this survey will take you approximately 15 minutes. Your answer will be kept **PRIVATE** and **CONFIDENTIAL** and will be used solely for academic purpose. Your participation would be appreciated and by submitting your responses, you are hereby consent to the researcher to utilize your data for this study.

If you have any enquiries, please do not hesitate to contact me at email kweiling@1utar.my.

Thank you for your time and cooperation to answer the questionnaire.

Yours sincerely,

Kue Wei Ling

Section A: Qualifying Questions

A 部分：身份确认

Bahagian A: Soalan Kelayakan

1. Are you a student? 请问您是学生吗？Adakah anda seorang pelajar?
    a. Yes 是 Ya
    b. No 不是 Tidak

Section B: Examination Cheating Behavior (ECB)

B 部分：考试作弊行为

Seksyen B: Penipuan dalam Peperiksaan

Please rate how strongly you agree or disagree with each of the following statements by selecting the appropriate number.

(Strongly Disagree=1; Disagree=2; Neutral=3; Agree=4; Strongly Agree=5)

请评价您对以下每个陈述的认同度。

(非常不同意=1；不同意=2；中立=3；同意=4；非常同意=5)

Sila nilaikan sejauh mana anda bersetuju dengan kenyataan ini berdasarkan skala di bawah.

(Sangat Tidak Setuju=1; Tidak Setuju=2; Neutral=3; Setuju=4; Sangat Setuju=5)

Attitude 态度 Sikap

	Statement 陈述 Penyataan	Strongly Disagree 非常反对 Sangat Tidak Setuju	Disagree 不同意 Tidak Setuju	Neutral 中性 Neutral	Agree 同意 Setuju	Strongly Agree 非常同意 Sangat Setuju
1.	It is "wrong" to cheat. 作弊是"错误"的行为。Penipuan dalam peperiksaan adalah "salah".	1	2	3	4	5
2.	I should go ahead and cheat if I know I can get away with it. 如果我认为我可以侥幸逃脱，我会毫不犹豫。Saya akan menipu sekiranya saya tahu saya tidak dapat ditangkap.	1	2	3	4	5
3.	I would allow my friend to copy my answer during examination if he/she asked. 如	1	2	3	4	5

	果我的朋友在考试时向我"求助",我会允许他/她抄袭我的答案。Saya akan memberi jawapan saya untuk disalin sekiranya kawan tanya.					
4.	It is important to report observations of examination cheating behavior by other students. 举报其他学生的作弊行为是有必要的。Ia penting melaporkan sebarang penipuan oleh pelajar dalam peperiksaan.	1	2	3	4	5

Pressure 压力 Tekanan

	Statement 陈述 Penyataan	Strongly Disagree 非常反对 Sangat Tidak Setuju	Disagree 不同意 Tidak Setuju	Neutral 中性 Neutral	Agree 同意 Setuju	Strongly Agree 非常同意 Sangat Setuju
1.	I would cheat if doing so helped me retain financial assistance. 我会作弊,若这样有助于我继续得到经济支援。Saya akan menipu jika perbuatan demikian dapat membantu saya mengekalkan bantuan kewangan.	1	2	3	4	5

2.	My parents put more pressure on me to get good grades. 我的父母对我施加更大的压力以让我获取好成绩。 Saya diberi tekanan daripada ibu bapa untuk mencapai keputusan yang cemerlang.	1	2	3	4	5
3.	To be successful I need a high GPA. 我需要较高的平均绩点来取得成功。 Saya mesti mendapat GPA yang tinggi untuk mencapai kejayaan.	1	2	3	4	5
4.	To get a good job I need a high GPA. 我需要较高的平均绩点来获得一份好工作。 Saya mesti mendapat GPA yang tinggi untuk mendapat pekerjaan yang baik.	1	2	3	4	5

Self-Esteem 自我价值肯定 Harga Diri

	Statement 陈述 Penyataan	Strongly Disagree 非常反对 Sangat Tidak Setuju	Disagree 不同意 Tidak Setuju	Neutral 中性 Neutral	Agree 同意 Setuju	Strongly Agree 非常同意 Sangat Setuju
1.	At times, I think, I am no good at all. 有时候，我认为我不够好。 Kadang-kala, saya	1	2	3	4	5

	berasa saya lemah.					
2.	I feel I do not have much to be proud of. 我觉得我没什么值得骄傲。 Saya rasa saya tidak mempunyai apa-apa yang boleh dibanggakan.	1	2	3	4	5
3.	I certainly feel useless at times. 有时候我会觉得自己一无是处。 Kadang-kala, saya berasa diri saya tidak berguna.	1	2	3	4	5
4.	I wish I could have more respect for myself. 我希望能够更尊重自己。 Saya berharap saya dapat lebih menghormati diri sendiri.	1	2	3	4	5

Peer Influence 同伴影响 Pengaruh Rakan Sebaya

	Statement 陈述 Penyataan	Strongly Disagree 非常反对 Sangat Tidak Setuju	Disagree 不同意 Tidak Setuju	Neutral 中性 Neutral	Agree 同意 Setuju	Strongly Agree 非常同意 Sangat Setuju
1.	I feel insecure if I am not cheating together with my friends. 我担心如果没和一群朋友一起作弊，会被排挤。 Saya berasa tidak yakin jika saya tidak meniru bersama	1	2	3	4	5

	dengan kawan saya.				
2.	I would do anything just to be accepted in a group. 我会做任何事情来得到朋友的认可。Saya akan malakukan apa-apa sahaja untuk diterima oleh kumpulan.	1	2	3	4	5
3.	I will join my friends in cheating if my friends are doing so. 假如我的朋友作弊，我也会参与其中。Saya akan turut menipu bersama rakan-rakan saya.	1	2	3	4	5
4.	I will conform to the group's decision in cheating. 如果我的朋友决定作弊，我会随波逐流。Saya akan mengikut keputusan kumpulan dalam penipuan tersebut.	1	2	3	4	5

Cheating 作弊 Menipu

	Statement 陈述 Penyataan	Strongly Disagree 非常反对 Sangat Tidak Setuju	Disagree 不同意 Tidak Setuju	Neutral 中性 Neutral	Agree 同意 Setuju	Strongly Agree 非常同意 Sangat Setuju
1.	I have cheated on examination in any way. 我曾经用某种方式作弊	1	2	3	4	5

	过。Saya pernah menipu dalam peperiksaan.					
2.	I have peaked at my friends' answers during examinations. 我曾在考试期间偷看了朋友的答案。Saya pernah mengintip jawapan rakan saya semasa peperiksaan.	1	2	3	4	5
3.	I have "shared" answers in examinations. 我曾在考试期间分享了我的答案。Saya pernah "berkongsi" jawapan dalam peperiksaan.	1	2	3	4	5

Section C: Demographic Profile

C 部分：人口统计信息

Bahagian C: Profil Demografi

This section is to allow the researcher to understand basic background information of the participant of this survey that plays a vital role in analyzing data afterwards.

本部分旨在让研究人员了解本调查参与者的基本背景信息，这些信息在之后的数据分析中起着至关重要的作用。

Bahagian ini bertujuan untuk membolehkan para penyelidik memahami maklumat latar belakang asas peserta kajian ini yang memainkan peranan penting dalam menganalisis data selepas itu.

Please tick (√) in the [   ] provided.

请在提供的 [   ] 中打勾（√）。

Sila tandakan (√) dalam [   ] yang disediakan.

1. Nationality 国籍 Kewarganegaraan
   - ☐ Malaysian 马来西亚公民 Warganegara Malaysia
   - ☐ Non-Malaysian 非马来西亚公民 Bukan Warganegara Malaysia
   - ☐ Other: _____

2. Ethnicity 种族 Etnik
   - ☐ Malay 巫裔 Melayu
   - ☐ Chinese 华裔 Cina
   - ☐ Indian 印裔 India
   - ☐ Other: _____

3. Gender 性别 Jantina
   - ☐ Male 男性 Lelaki
   - ☐ Female 女性 Perempuan

4. Age 年龄 Umur

   ☐ 19 and below 十九岁或以下 Umur 19 dan ke bawah

   ☐ 20-24

   ☐ 25-29

   ☐ 30-34

   ☐ 35-39

   ☐ 40 and above 四十岁以上 Umur 40 dan ke atas

5. Are you currently studying business-related courses? 请问您目前正在学习与商业相关的课程吗？Adakah anda sedang belajar kursus berkaitan perniagaan?

   ☐ Yes 是 Ya

   ☐ No 不是 Tidak

6. Types of Higher Educational Institutions 高等教育机构的类型 Jenis-jenis Institusi Pengajian Tinggi

   ☐ Private University 私立大学 Institut Pengajian Tinggi Swasta (IPTS)

   ☐ Public University 公立大学 Institut Pengajian Tinggi Awam (IPTA)

7. Education Level 目前就读课程 Peringkat Pendidikan

   ☐ Foundation 大学基础班 Krusus Asas

   ☐ Undergraduate 本科生 Ijazah Sarjana Muda

   ☐ Postgraduate 研究生 Prasiswazah

8. Status 状态 Status

   ☐ Full-Time 全职 Sepenuh Masa

   ☐ Part-Time 兼职 Separuh Masa