Mohd Amli Abdullah
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Siti Rosiah Mohamed
Badli Esham Ahmad *Editors*

Regional Conference on Science, Technology and Social Sciences (RCSTSS 2014)

Business and Social Sciences

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Preface

Regional Conference on Science, Technology and Social Sciences (RCSTSS 2014) is a biannual conference on science, technology and social sciences organized by Universiti Teknologi MARA Pahang. One of the aims of the conference is to provide a continuous effort to share invaluable insights on the important roles played by the various disciplines in science, technology and social sciences. It also serves as a platform to disseminate research findings as a catalyst to bring out positive innovations on the development of the region.

The proceeding is a compilation of selected papers presented from the latest RCSTSS 2014, and the topics covered in the proceeding are accounting, art and design, business, communication, economic, education, finance, humanity, information management, marketing, music, religious, social sciences and tourism. The selected papers for the proceeding have undergone careful selection process by our editors to ensure that they meet the objectives of the conference and also represent the latest relevant findings from research conducted by academicians locally, regionally and globally.

The proceeding would be a significant point of reference to academicians and students who want to pursue further research in their respective fields. For academicians, it would be a good source of information to conduct further research, whilst for students, it would be the latest point of reference on research conducted in fields of their interest.

Knowledge which was formerly the bastion of the elite few is now accessible to all. The role of universities is no longer confined to that of ivory towers but more towards the facilitation and dissemination of knowledge. The proceedings hope to facilitate the creation of new knowledge through the exchange of ideas, strategies and innovations in the various technological and social sciences disciplines.

Bandar Pusat Jengka, Pahang, Malaysia

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Part I
Accounting

Chapter 1
Students' Cheating Behaviour in Higher Education System: Reconnoitring the Academic Integrity from the Accounting Students Perspectives

Nor Hawani Wan Abdul Rahman, Mohamad Ridhuan Mat Dangi, Sabariah Jamaluddin, Lily Mazlifa Mustafa and Yuzainizam Yusop

Abstract The cheating behaviour is regarded as unethical and unlawful action. When this behaviour infected the academic field, it is an alarming situation and is a very serious problem which needs a great attention. This paper concerns on students cheating behaviour in higher education system. This study is conducted towards the accounting students as the sample in order to assess an understanding about their perception towards this unethical behaviour. It is important to address the students cheating behaviour in the education system and to find a quick solution for this problem. If this behaviour is not well mitigated, it might be continually practiced in the workplace and the problem will evolve to become other types of cheating, fraud or other malpractices. Empirical results show that the students' perceptions on seriousness of cheating behaviour depend on how the cheating behaviour is committed. It is supported by 61 % of the respondents agree that they had copied in any examination at the university while completing the course. Further analysis shows afraid of failing (64.2 %), not enough time (55.8 %) and need to get better marks

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(55 %) are the justifications used for committing cheating behaviour. Meanwhile the technique of cheating indicate copying from Internet (76.9 %), copying from book (64.5 %) and lecturer guidance (63.6 %) are the most popular techniques used by the respondents.

Keywords Academic cheating · Education system · Fraud · Unethical

1 Introduction

Higher education system supposed to be an ideal place in providing a source of human capital with professionals, skillful and educated students able to be produced. However, the case of cheating in academic field involving students in higher education system is an unethical practice and is ashamed behaviour. It also downgrades the responsible and professional manner of a student because cheating is not an acceptable conduct. As a student, one should possess a behaviour of an educated person which reflects a positive ethical manner and a high integrity. The integrity of a student means that it is like a social contract of honour for individuals to have an obligation to follow the rules and norms of academic practices (Jones 2011). The case of cheating in academic usually conducted by the students who want to obtain academic achievement though dishonest way. Cheating in the academic can be occurred in many forms which can range from copying another student's paper to stealing an exam paper to forging an official university transcript (Pincus and Schmelkin 2003). This situation is annoying and problematic to the universities and affects the societies since the academic cheating practices lead to low-quality graduates as they can achieve success in academic performance without have to showing their true potential. It might as well influence the quality in performing their duty when they are entering the working phases. To be worse, the cheating behaviour could also be practiced during their employment. Therefore, according to Farnese et al. (2011), it is important to study the academic cheating behaviour as antecedents of future unethical behaviours that might reflect their attitudes when entering the workplace. A great attention to this matter must be conducted before this unethical conduct become blended together with their attitude and poisoned the ethics and moral values.

Academic cheating will potentially bring together negative consequences to the society and the nation as whole. Hence the educators and the responsible authorities must act immediately to examine and understand the problems that could lead students to act immorally by conducting academic cheating. This is because, most of the students know that cheating is unethical, but they still practice it during the studying period in college or universities (Bernardi et al. 2004). In the real world, it is not possible that the cheating behaviour can evolve and expand to various types of wrongdoings, including betrayal, trick, deceive and defraud each other in a number of creative ways and places if there is no immediate action to overcome this issue. Khodaie et al. (2011) pointed out that study about cheating can be beneficial

in two ways; which is first its consequences as a problem, and second, its spread in an educational environment. The study of academic cheating in Malaysia is still at infancy stage where it is clearly required more attention and considerable effort emphasize on this matter. However, by analysing the studies on other countries has shown that the case of academic cheating has spread in recent years and most of the students admitted they begun this behaviour since the first year in school (Khodaie et al. 2011). For example, as cited by Batool et al. (2011), a survey conducted by Maramark and Maline (1993) to the American universities a shocking percentage of students are cheating during their study range from a low of 15–20 % to a surprising 81 %. The cheating behaviour in academic not only reflects the negative effect towards the students, but it could also downgrade reputation of the academic institution. Therefore, this present study as a turning point for an emphasize effort to a study on understanding the behaviour of academic cheating among students especially in UiTM Pahang and Malaysia in general.

2 Literature Review

Previous studies on academic cheating have defined its meaning differently, but still it pointed out to the act of dishonesty practiced by individuals. As cited by Rangkuti (2011, p. 105), Cizek (2001) define academic cheating is "any act that violates the rules in a test, actions that give an advantage to students who take a test in a way unfair to other students, or actions by students that can reduce the accuracy of test results". Other studies by Jones (2011), refer this issue as academic dishonesty which includes cheating, fraud and plagiarism, the theft of ideas and other forms of intellectual property whether they are published or not. Jones (2011) also defined cheating as "any deceitful or fraudulently attempt to evade rules, standards, practices, customs, mores, and norms to obtain an unfair advantage or to protect someone who has done so". Meanwhile, by referring to Sierra and Hyman (2008), defined academic cheating as an effort used by individuals to use data or resources on exams illegally for example, copying another student's answer or written work (plagiarized) to get some academic credit although they acknowledge those behaviour are wrong. As in general understanding, cheating involves an act of deception, fraud or betrayal that unfairly takes advantage over others. The advancement of technology nowadays also aids the students to cheat in more simple and convenient way. This is conferred by O'Connor (2003) who discussed the plagiarism from electronic sources, including the Internet, online databases and journals, peer essays and assignments and e-books. Using electronic devices such as computer, notebook or smartphone with the Internet enables students to share and gather information at their will. The students are freely accessing the data and materials available publicly on the Internet. Positive side, this will help to increase and improve their knowledge, however, if it was misused, it could lead them to use these sources as theirs and exposing them to the behaviour of cheating and plagiarism.

The students cheating behaviour have kept the researchers to wonder why they are performing this action at the same time general perception has recognized it as the unlawful and dishonest action. Many past research studies on this issue have provided numerous outcomes on the factors that could lead the students to cheat. For instance, Niels (n.d) has stated that social factors and curricular factors could influence the cheating behaviour. Social factors as discussed by this researcher highlighted on fear of failure and parents who demanding good grades of their children. Other than that, some students also feel pressure resulted from academic competition to get high achievement. The curricular factors could lead to cheating behaviour might be influenced by fact-based learning where the students need to remember numerous important facts and incompatible teaching method to suit with current needs. Meanwhile Ruto et al. (2011) conduct a survey to assess the students cheating behaviour revealed that students who do not attend lectures, lack of preparedness for examinations, peer influence, pressure from workplaces and lack of confidence are among the factors become a catalyst for the students to cheat. However Rangkuti (2011) assert that cheating behaviour were led by factors such as declining of moral value from the society, culture or the educational institutions itself that viewed academic cheating as normal. Other than the belief of cheating is necessary to obtain high grades and the accessibility of internet services has also facilitated the cheating behaviour. The elaboration for relationships of moral values and cheating behaviour can be found in Bernardi et al. (2004) emphasized on the attitudes of the cheaters in the aspects of moral reasoning, moral judgment and moral behaviour towards college students.

There are also several studies that link the academic cheating with the fraud triangle theory that has been widely used by professionals in the financial crime area to explain the behaviour, attitude and the motivation of students for their action in cheating. This is supported by Hayes et al. (2006) who discussed several types of academic fraud, including cheating using the fraud triangle theory and discuss some measures that can be employed to reduce the likelihood of this illicit behaviour. The study by Widianingsih (2013) put an interest to find which of the elements in fraud triangle theory whether it is incentives, opportunities or rationalization that can influence students cheating behaviour. The researcher discovered incentives as the significant variables to influence the cheating behaviour. However, Becker et al. (2006) found that all the elements in the fraud triangle theory are the significant determinant for the students cheating behaviour. Meanwhile Malgwi and Rakovski (2009) use fraud triangle theory to identify the possible fraud risk factor that might occur in the academic field. Despite the fraud triangle theory, some other researchers such as Gallant and Drinan (2006) adopting the organizational theory which puts the student cheating problem in the context of the educational institution as a complex organization affected by people, time and social forces. On the other hand, Coren (2012) employed the theory of planned behaviour model to predict the target behaviour of whether the faculty would speak face-to-face with a student suspected of cheating. This theory indicated the intention as the predictor for behaviour while intention can be predicted by examining attitudes and subjective

norms (Coren 2012). Thus, whether or not for an individual to initiates the cheating behaviour will depend on their intention.

To get insight about students' intentions to cheat, Sierra and Hyman (2008) seek to examine the perceived moral intensity and personal moral philosophy of the students. The moral intensity refers to a situation where it can influence the people's judgments, intention and behaviour to act according to such situation. The intention to cheat also related to the magnitude of consequences resulted from the cheating behaviour. For example, the students will reluctantly cheat if they feel that they could fail the course grade rather than if the consequences are not severe such as only fail the exam and not the whole grade (Sierra and Hyman 2008). On the other hand, the personal moral philosophies are the standards to judge the acts, intentions and consequences. Some people may view the cheating behaviour is absolutely unacceptable action. While there are also some people feel that the desire to attain goals or achieving something is more important even if they have to violate the moral judgment including cheating (Sierra and Hyman 2008).

If there is no appropriate action to diminish the cheating behaviour, it will lessen the morality of individuals and any achievement obtained through this way are meaningless. According to Ruto et al. (2011), cheating will discourage morale and frustrates the students who do not cheat if they see the cheating students leave without punishment. This may discourage the other students to work hard and not impossible if they also tempted to cheat. Therefore, cheating behaviour among students must be prevented and effective proper solutions must be outlined to address this problem. Academic institution, administrators and the faculty should collaborate together focusing on the prevention and detection of cheating in their campuses. As according to Fawkner and Keremidchieva (2004) proposed three approaches to countercheating behaviour, that is reduce the need, provide alternatives and lead by example. Meanwhile, Jones (2011) provides the guidelines that are useful for the academic institution in handling this matter. In general, these guidelines suggest universities to be proactive, be informed, communicate clearly and fairly for the cheating consequences and its negative effect, penalize the students involved in cheating fairly and should not take the case personally. The academic institution and its administrator also can enhance the moral development; develop the students' sensitivity to ethical issues through the establishment of written and unwritten codes of conduct that will explain the acceptable and unacceptable behaviour as a student and ethical academic practices (Sierra and Hyman 2008).

Cheating behaviour as practiced during the study also will affect the ethical values of an individual when they are entering career field. Ruto et al. (2011) also mentioned students who cheat will be inclined to cheat in their professional careers and will indirectly damage the academic community and the society at large. Hence, if the students have used to cheat during their studying, it is not possible if they could involve to other fraud activities in their work. This problem is a serious matter and it requires great attention to overcome this issue, or else, others will percept higher education system is failing to nurture the learning and mastering of education towards its students. Education institutions at all levels should help

students to understand the importance of other's intellectual property as well as the practice of integrity. Learning in higher education is not just about to get a good grade, but it is also important to develop the will and the skill of the students to encourage them about the fair practices, honest and responsible manner.

3 Research Methodology

This chapter outlines the research methodology employed to accomplish research objectives. There were One hundred and seventy-seven (177) numbers of full time-students of Diploma in Accountancy programme in UiTM Pahang to participate in this study. One hundred and seventy-seven (177) students participated. Approximately seventy per cent (70 %) of the participants were female; and another thirty per cent (30 %) were male.

To gather information about the academic cheating understanding among accounting students it was decided to use a paper-based survey. Questionnaires were adapted from Sheard and Dick (2003) and Monica et al. (2009). Researchers added several items based on the theoretical basis and input from several parties about the behaviour of academic cheating among the students lately and was trialled before it was administered to the students.

A paper questionnaire was given to the students in their tutorial classes near the end of the semester. Participation was voluntary. In order to maximize the return rate and encourage honest responses the questionnaire was anonymous. Most students chose to participate and returned a completed questionnaire. The survey questionnaire contained of three (3) dimensions: demographic profile, student's perception of the seriousness of cheating behaviour and assessing the rate of malpractice in examinations among accounting students.

4 Findings and Analysis

4.1 Demographic Profile

Table 1 shows the results of the respondent's demographic profile. This study gains the data from the total of 177 respondents consists of 54 (30.5 %) are male and 123 (69.5 %) are female. The respondents used for this study comes from various parts or semesters classified by Part 1 until Part 6 and above. In this study, the respondents from Part 1 is 18 (10.2 %), Part 2 is 22 (12.4 %), Part 3 is 9 (5.1 %), Part 4 is 45 (25.4 %), Part 5 is 33 (18.6 %), Part 6 is 44 (24.9 %) and Others with the frequency and percentage of 6 and 3.4 % respectively. The respondents who stated as others usually the students, that is from Part 6 and above. Meanwhile the result of Cumulative Grade Point Average (CGPA) is the value of a calculation of a

Table 1 Respondents' demographic profile

Demographic		Frequency	Percentage
Gender	Male	54	30.5
	Female	123	69.5
Part	Part 1	18	10.2
	Part 2	22	12.4
	Part 3	9	5.1
	Part 4	45	25.4
	Part 5	33	18.6
	Part 6	44	24.9
	Others	6	3.4
CGPA	3.50 and above	57	32.4
	3.00–3.49	62	35.2
	2.50–2.99	30	17.0
	2.00–2.49	9	5.1
	None	18	10.2
Parents' level of education	SRP/LCE/PMR	27	15.3
	SPM/MCE	74	41.8
	STPM/HSC	13	7.3
	DIPLOMA	20	11.3
	FIRST DEGREE	24	13.6
	MASTER/Ph.D	10	5.6
	Not attending school/primary school	6	3.4
	Others	3	1.7

student's grade along the period of their study. It shows that majority respondents which is 62 (35.2 %) of them comes from the students who achieved the CGPA value range from 3.00 to 3.49 followed by 57 (32.4 %) respondents who obtain 3.50 and above. There are 30 (17.0 %) respondents with their CGPA value of 2.50–2.99, while 9 (5.1 %) respondents with the CGPA value of 2.00–2.49. However, there are also respondents who not stating their CGPA value represented by 18 (10.2 %) respondents.

For the background of the parents' education, majority respondents (74: 41.8 %) have their parents with SPM or MCE. It is followed by 27 (15.3 %) respondents with their parents' education of SRP/LCE/PMR. For the STPM/HSC, it recorded 13 or 7.3 %. These education levels are regarded as secondary school education. On the other hand, the results also recorded the respondents' parents who further their studies in universities. This is represented by 20 (11.3 %) parents have Diploma, 24 (13.6 %) parents have First Degree and 10 (5.6 %) parents have Master/Ph.D. However, there are also parents who are not attending school or only receive primary school education that is represented by 6 (3.4 %). Meanwhile, 3 (1.7 %) respondents stated their parent's education as others.

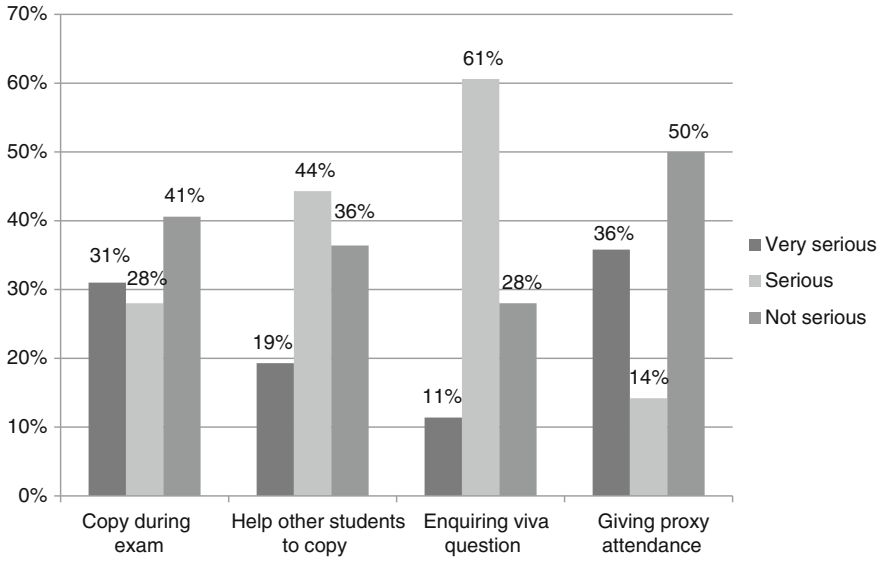

Fig. 1 Student's perception of the seriousness of cheating behaviours

Figure 1 presents the student's perception of the seriousness of cheating behaviours in university. There are four situations given to measure the seriousness of cheating behaviour such as copying during examination, helping other students to copy answers during examination, enquiring viva questions from friends who have given the exam and giving proxy attendance for their friends. As indicated in Fig. 1, 41 % of the respondents agree that copying during examination are not a serious cheating behaviour and 31 % of the respondents agree that it is a very serious cheating behaviour. In second situation which is helping other students to copy answers during examination, the result indicates that 44 % of the respondent agree that it is a serious cheating behaviour and 36 % agree it is not a serious cheating behaviour. The result of the study indicates that enquiring viva questions from friends who have given the exam is the serious cheating behaviour in university (61 %) and giving proxy attendance for their friend is not a serious cheating behaviour (50 %). From the above result, it shows that there are two situations considered to be serious cheating behaviours to the respondents that are helping other students to copy answers during examination and enquiring viva questions from friends who have given the exam. The findings are consistent with neutralization theory. As cited by Retingger and Kramer (2008), Sykes and Matza (1957) argued that neutralizing attitudes allow students to rationalize behaviour that is contrary to their ethical codes. Therefore the cheating behaviour in two situations such as copying during examination and giving proxy to attendance, students were not seen as a very serious cheating behaviour in university. On the other hand, if the cheating behaviour committed is caused by external factors it will be seen as a serious cheating behaviour. This finding is supported by Murdock and Stephens

(2007) as cited by Retingger and Kramer (2008). This cheating behaviour help other students to copy and enquiring viva questions seem as serious cheating behaviour as these two situations are caused by other students who involved in the process of cheating. Therefore, as stated by Murdock and Stephens (2007) cheaters tend to consider their behaviour acceptable when they can describe it as caused by external forces rather than their own dishonesty. Overall, the result indicates the respondents' perception depends on how the cheating behaviour is committed. In addition, the cheating behaviour seemed to be serious if it involved others in committing the cheating behaviour.

Figure 2 indicates the result of respondents regarding their experiences in copying in university. Overall, the result shows that 66.1 % of the respondents agree that they have copied in any of the examinations in university and only 32.2 % have not involve in any copying activities while completing the course. The higher percentage in copied experiences may be due to the different assessment method implemented in university as compared in the secondary school. In secondary education, the students are required to take a national assessment test, *Penilaian Menengah Rendah*/Lower Secondary Assessment (PMR/LSA) in form three, compulsory national examination (*Sijil pelajaran Malaysia*) in form five and Malaysian Higher School Certificate (Sijil Tinggi Pelajaran Malaysia in form 6. However, their grades in these three examinations only have been determined by how well they attempt the respective papers. In addition, their result in concurrent tests or quizzes was not used to determine their final grades. This is contrary with the continuous assessment in university as all the quizzes, tests, assignment, project paper and final examination would be considered in determining the grade for the respective course. Therefore, the copied experiences in this study cover the test, assignment, quizzes, laboratory test, project paper and final examination. The higher percentage in copied experiences by respondents indicates that the accounting students have a serious integrity issue. The effect of this integrity issue is not only about grades they obtained through cheating, but the effect is believed to continue in future when they are entering career field. As stated by Ruto et al. (2011), students who cheat will be inclined to cheat in their professional careers and will indirectly damage the academic community and the society at large. Hence, if the students have used to cheat during their studying, it is not possible if they could involve to other fraud activities in their work. This finding directly supports the perception of the respondents regarding the attitude of copying in the examination. Obviously, the result also indicates the accounting students in

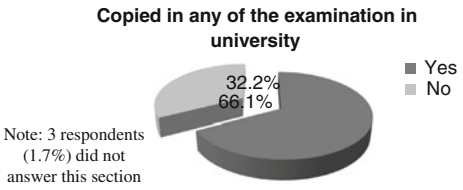

Fig. 2 Copied experiences in university of accounting students

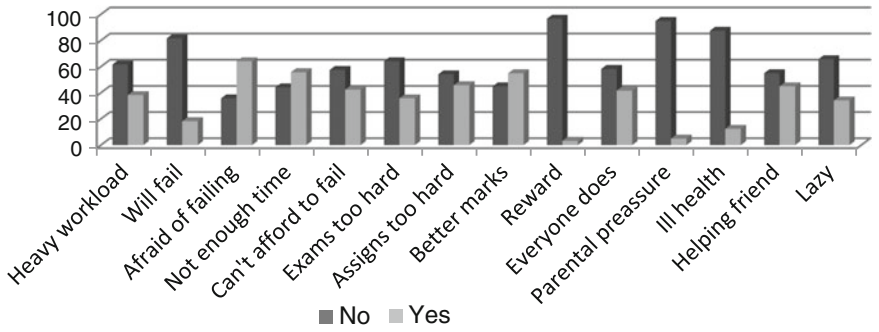

Fig. 3 Reasons for cheating by the accounting students

this study have not seen the issue of copying in any examination in the university as a main integrity issue that need to be avoided by university students.

Figure 3 shows the percentage of accounting students in relation to their reasons for cheating. The students were asked to select 14 possible reasons if they have ever copied during the examinations in college. The highest percentage contributes by the reason of 'Afraid of failing' which covers 64.2 %. Students are more motivated to cheat because they believed that by cheating they will able to avoid from failing. Insufficient time to study also gives the second highest reason to cheat which presented a total of 55.8 %. Surprisingly, the reason of 'Everyone does it' shows quite a high number that is 50 respondents out of 120 approve of cheating behaviour because to them, it is an acceptable attitude since everybody is doing it. It seems parallel with the results that 41 % of the respondents with the opinion that copying during examination is not a serious cheating behavior. This may raise an issue whether the students know that copying during examination is a serious offense.

Table 2 illustrates the reasons agreed by the respondents in accordance to the highest percentage. As mentioned previously, 'Afraid for failing' and 'Not enough time' reasons, show the largest number of respondents which represented by 64.2 and 55.8 % respectively. Meanwhile, 66 out of 120 respondents (55 %), agreed that they need to cheat while in college in order to gain better marks. 'Helping friends' reason also contributes quite a number of respondents to approve the cheating attitude that is 45 % or equivalent to 54 respondents.

It was found that students will discover various techniques of cheating in order to complete the task or assignment that have been imparted to them (Fig. 4). Although they know that cheating involves an act of deception, fraud or betrayal that unfairly takes advantage over others, this behavior is still in practice among university students. As in the research from 120 respondents, majority of them (76.9 %) commit in cheating by copying from Internet. As what conferred by O'Connor (2003) cheating in Internet arose from many sources, including online database and journals, peer essays and assignments, and also from e-books. Other than that most of them also copying from books, which showed 64.5 % of them

Table 2 Reasons for accounting students to cheat according to the highest percentage

Reasons for cheating	Number of respondents agreed	Percentage
Afraid for failing	77	64.2
Not enough time	67	55.8
Need to get better marks	66	55
Assignments are too hard	55	45.8
To help a friend	54	45
Can't afford to fail	51	42.5
Everyone does it	50	41.7
Heavy workload at university	46	38.3
Exams are too hard	43	35.8
Lazy	41	34.2
Will fail otherwise	22	18.3
Missed classes due to ill health	15	12.5
Parental pressure	6	5
For monetary or other reward	4	3.3

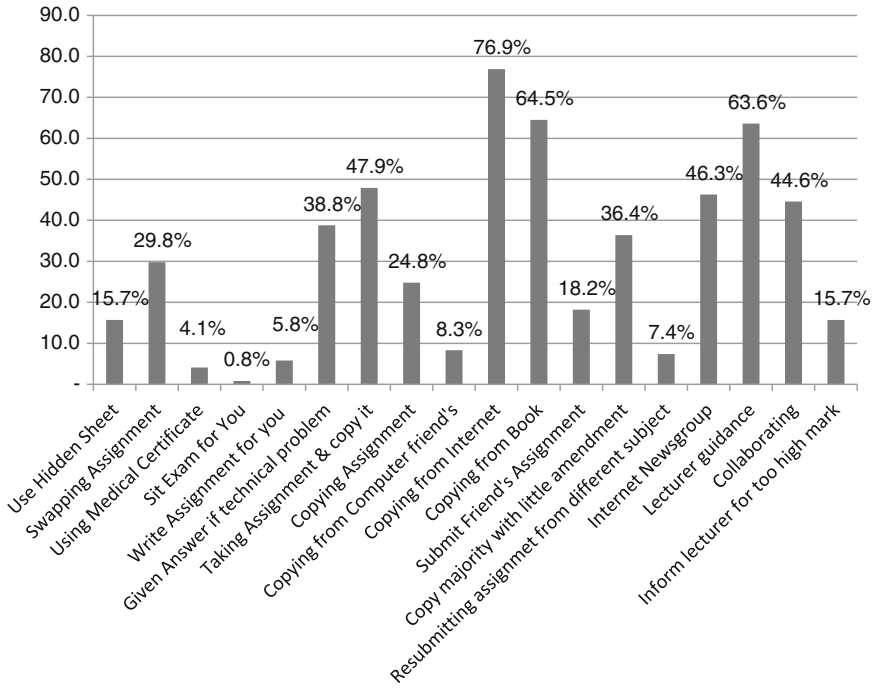

Fig. 4 Technique cheating

copying notes or answers from book. Some of them in other way showing their assignment work to a lecturer for a guidance (63.6 %). Remarkably, most of them are collaborating with their friends to accomplish what have been responsible for. For example they taking their friends assignment from lecturer pigeon hole and copy it (47.9 %), collaborating on doing assignment by meant to completed individually (44.6 %), given answer to a tutorial exercise to classmate if they faced the technical problem (38.8 %), copy majority of an assignment from a friend's assignment and doing a little bit amendment (36.4 %), and also swapping assignment with friend (29.8 %). But on the other hand, there is a little number of students resubmitting their friend's assignment, using medical certificate from doctor to get an extension when they are not sick and hiring someone to write an assignment for them. This behavior among the lowest technique practice by the students as it shows the percentage of below 10 %. From all the techniques, it was found out that hiring someone to sit exam for them is the lowest score, as it just indicates 0.8 % students involved with the action.

The analysis in this section determines answer from non-cheating students. It is important to have an understanding of non-cheating students perception of these practices. Result from Table 3 shows that 50 % of the students that had never performed these practices indicated that the most likely effect of cheating practices on his future was that they will feel incompetent to teach students, where as another 27.8 % claimed that had lack of confidence to meet clients. Another question sought students' responses to whether they feel guilty after copying. More than half or 58.9 % voted yes to this question, 33.9 % claimed sometimes and 7.1 % said no. Non-cheating students indicated that pride in their work and a sense in moral values

Table 3 Non-cheating students' perception

Non-cheating students' perception		*N*	Percent
What effect do you think will it have on your future	I feel incompetent to teach students	27	50.0
	Lack of confidence	15	27.8
	No effect	12	22.2
Do you feel guilty after copying	Yes	33	58.9
	Sometimes	19	33.9
	No	4	7.1
Have you tried to reduce or stop copying	Yes	48	88.9
	No	5	9.3
	Never thought of it	1	1.9
What is your opinion about those students who cheat	They will not be efficient teachers	26	50.0
	They will not render efficient treatment	18	34.6
	They will be as good as those who are not	6	11.5

(continued)

Table 3 (continued)

Non-cheating students' perception		*N*	Percent
Do you think those who cheat should be punished	Should be given one chance	25	48.1
	Yes	23	44.2
	No	4	7.7
Have you ever helped someone to copy	Sometimes	30	78.9
	Never	7	18.4
	Quite often	1	2.6
How do you feel if the person you have helped gets more marks than you	I feel bad	28	54.9
	No feelings	15	29.4
	Will never help anyone else	8	15.7
Have you ever complained against anyone who has copied	No	43	82.7
	Yes	9	17.3
What was the reason for not complaining	You didn't want to spoil the relations with the candidate	24	49.0
	You are least bothered	15	30.6
	You were scared	7	14.3
	You had no time	3	6.1
What was the action taken	Warned the candidate	13	52
	No response	7	28
	Suspended the candidate	3	12
	Warned you only	1	4

(Sheard and Dick) and understand that copying habits is against the rules and reflect future dishonest behavior (Rettinger and Kramer 2008) are some of the factors which could trigger them not to engage in serious forms of copying.

The next question tried to investigate whether they ever tried to reduce or stop copying. Result shows that majority or 88.9 % were tried to reduce or stop copying in the examinations. Another 9.3 % claimed no to this question. To explore how significantly the answer of not trying to reduce or stop copying among non-cheating students, further questions were to be answered by them. About 51.5 % viewed that students who cheat will not be an efficient teachers and will not render efficient treatment, and 48.1 % claimed that the copier or cheater should be given one chance before being punished. 78.9 % of them sometimes helped someone to copy and will feel bad if the person they helped gets more marks than him. This is true in a sense that students who commits academic cheating makes disadvantage for students who have an academic integrity, GPA owned by them are higher than non-cheating students (Rangkuti 2011).

On the other hand, 82.7 % never make complaints against anyone who has copied. Result shows that this action was taken because they did not want to spoil the relations with the candidates (49 %), least bothered (30.6 %), scared of (14.3 %) and had no time (6.1). Of 17.3 % who have make complained against anyone who has copied reported that warned the candidate (52 %), no response