

INTI INTERNATIONAL UNIVERSITY

MASTER OF BUSINESS ADMINISTRATION

HUMAN GOVERNANCE: THE LEVEL OF RELIGIOSITY ON ACADEMIC DISHONESTY

FOR REFERENCE ONLY

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ABSTRACT

The purpose of this study is to examine the relationship between religiosity and academic dishonesty in students of Malaysian universities. The religiosity is divided into three levels such as intrinsic religiosity, extrinsic social religiosity, and extrinsic personal religiosity. The researcher administrated a questionnaire to 221 postgraduate and undergraduate students. The questionnaire includes general attitudes of academic dishonesty scale, and religious orientations scale. The result shows that intrinsic religiosity have a negative and significant relationship with academic dishonesty. Extrinsic social religiosity also has a positive and significant relationship with academic dishonesty. Unfortunately, extrinsic personal religiosity has a no significant relationship with academic dishonesty.

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DECLARATION

I hereby declare that this research project is of my own effort except for the information that has been used from authors that have been cited accordingly and ethically.

Sumberjav Batbayar

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CHAPTER 1: INTRODUCTION

1.1 Chapter synopsis

This chapter is the introduction of the topic area to conduct the relevance of level of religiosity and academic dishonesty. This chapter includes the background of the study, identification of problem statement, coming out research questions and objectives, significance of the study, assumptions, limitations and the outline of the all five chapters.

1.2 Background of study

Sustainable development is a concept which includes not only environmental issues but also relating to ethical issues such as working conditions and human rights (Jones and Thompson, 2012). Human beings are the root of all the organizations and academia that they belong to. To govern a human being or people in the organizations and academic institutions it shifts from rule-based governance to principle-based governance that looks at the inner value-based traits, beliefs, culture, religion, and ethics (Salleh and Ahmad, 2009). However, dishonesty is one of the critical issues in the corporations and academic institutions, dishonesty could be the part human behavior which associated with attitudes and characters for social lives since ancient times. In Ancient China, job applicants were punished under penalty of death where they found to have cheated during exams (Jackson et.al, 2002). Nowadays, employees are related to more ethical failures within the organization. Smith et.al, (2009) identified that at least one third (1/3) of workers were reported to act unethically at the workplace; with 56% of them being business graduates compared to 47% of non-business graduate students. In academic institutions, students showed dishonesty during their study life and it was observed that the academic dishonesty shown during

school and university times relates to their workplace environment (Nonis and Swift, 2001 and Harding et.al. 2004).

Academic dishonesty is a critical issue in the education system. Many researchers have already studied the different types of academic dishonesty in different countries. For example, fifty five percent of college students cheated in United States (Lupton and Chapman, 2002). Forty six percent of college students tried to cheat at least once during their college lives (Smyth and Davis, 2004). According Lupton and Chapman (2002) sixty nine percent of Russian students cheated, were students that majored in the business area. 76 percent of undergraduate students personally cheated during their college lives according to data that was analyzed from eight Eastern European countries and Soviet Republics in Central Asia (Grimes, 2004). Lupton, Chapman, and Weiss (2000) identified that almost 84 percent of college students cheated in Polish institutions. Diekhoff et.al (1999) reported that almost 60 percent of Japanese college students cheated on their tests. 62 percent of Taiwan's students had a prevalence of academic dishonesty behaviors (Lin and Wen, 2007). More than half of Canadian students had participated the cheating issue during their study lives which is identified by Jurdi, Hage, and Chow (2011).

Besides that, human governance area includes the religion, spirituality, ethical values, and soul of human being. The attitudes of integrity or honesty are revealed when people do good things without anyone see them. There are several types of values which related to human concerns such as politics, social, religion, ethics and moral (Koul, 2012). One of the important human behavior dimensions is religiosity that is significantly correlated with human attitudes (Kilbourne, Grunhagen, and Foley, 2005). In past researchers had studied about religious in the social and health areas, spirituality in the management and psychological areas. But, the religious and spirituality might be explained by the word of

religiosity. Religiosity can be explained by different types of meaning such as, faith, religious, or spirituality that depends on the researchers' explanation. By the way, in this study religiosity might be the role of both sides of religiousness and spirituality for students on academic dishonesty.

As per Malaysian education ministry, the education and training in Malaysia are sanctioned in high priority in national development under Malaysian five-year development plans. The actions of higher educational institutions in Malaysia are carried out by higher education sectors. It has been under the authority of the Ministry of Higher Education (MOHE). The highest national development budget has always been relished by the education sector and it also implies the dedication of the Malaysian government towards education (MOHE, 2012). Malaysia's HEIs (i.e. private higher educational institutions, public universities, polytechnics and community colleges) accommodated more than a million scholars and out of this 93,000 were international students from different nations and they came to experience the education system in Malaysia. Students from more than 100 nations come to Malaysia to pursue their undergraduate and postgraduate studies (Malaysia's HEIs, 2012). Those data shows how Malaysian higher education level is increased dramatically in recent years. Students' moral values and ethical consideration as well as considered in there, but academic dishonesty level might be affect students' perception and future intentions.

1.3 Problem Statement

Academic dishonesty could not completely study in previous research. Somehow, some research highlighted to reduce the academic dishonesty one of the largest mission on the higher educational level as long as it is the critical part on there (Huges and McCabe, 2006). To develop higher educational level on the students, the moral and intellectual development is essentially contributed on there.

According to Jolicoeur (2010), higher level of academic institutions might consider their students' moral values, talents of ethical decision making, and good citizenship skills. However, there is no exact answer of existence the question of how to reduce academic dishonesty and how to consider students' moral values, and good ethical.

Jalal-Karim (2013) highlighted that students have not an expectation of cheating or academic dishonesty behavior while the subject is their main objective; however, the academic dishonesty is a critical and essential issue which has been high in any type of educational level and unresolved for many years. The past studies had examined the academic dishonesty with different components and with various amounts of important factors and components. Such as the relationship between academic dishonesty and ethical issues or attitudes, or technological advancement were already studied by many researchers. But the academic dishonesty issue still exists in the students' life, and continues in their future workplace environment.

Moreover, in recent days, students' religiosity has been increasing during their university life including the ethical values, principles, and more moral concepts that are based on the belief of god and spirituality (Graves, 2008). He stated that those more religious concepts might deny the academic dishonesty issues. For looking into the side of human beings, religiosity is the inherent and implementation of people's behavior and attitudes. There are only few studies highlighted that the relationship between religiosity and academic dishonesty. Some evidences are related with cheating and religiosity, while higher level of religiosity has a negative association with students' unethical scenarios (Rettinger and Jordan, 2005). On the contrary, higher levels of religiosity can be of influence to the lower levels of cheating attitude (Koul, 2012). As well as, students with higher religiosity had correlated with a small amount of cheating in all courses, but it was affected by the reduction of grade orientation (Rettinger and Jordan, 2005). But, the religiosity has

been missed in the academic dishonesty research areas. This study will examine the relationship between academic dishonesty and level of religiosity among the students of Malaysia.

1.4 Research questions

The purpose of this study is to examine the relationship between level of religiosity and academic dishonesty. More specifically, this study attempts to determine if levels of religiosity have an influence on the attitudes towards academic dishonesty scales that were used to represent the aspects of academic dishonesty that are identified by the research question below.

Does intrinsic religiosity have an influence on the academic dishonesty towards students?

Does extrinsic social religiosity have an influence on academic dishonesty towards students?

Does extrinsic personal religiosity have an influence on academic dishonesty towards students?

1.5 Research Objectives

The overarching objective is to investigate the interrelationship between levels of religiosity on the academic dishonesty

Sub objectives:

- To determine the level of intrinsic religiosity on academic dishonesty in Malaysian students

-
- To examine the relationship between extrinsic social religiosity on academic dishonesty
 - To test the relationship between extrinsic personal religiosity on academic dishonesty on students

1.6 Significance of the study

Contribution of this study divided the three main areas such as academia, government and industry.

Academia: There is a lack of articles about the relationship between religiosity and academic dishonesty and therefore this study will provide the significant information about the influence of religiosity on academic dishonesty. Further, this research will divide the study into intrinsic, extrinsic social and personal religiosity and examine their influences on academic dishonesty.

Government: To the government of Malaysia, this study will contribute types of students' religious beliefs on academic dishonesty, while identifying whether there are any significant differences, such as differences between intrinsic, extrinsic social, extrinsic personal religiosities' influences on the academic dishonesty.

Educational sector: The result of this study will help to identify the factors that academic dishonesty depends on among the religiosity of Malaysian students. From this result, educational sectors can identify the students' religiosity level and how those types of religiosity can affect the academic dishonesty. Moreover, educational sectors can imply the new procedures of ethical class or create a place to promote students religious level.

1.7 Assumptions

In this study, the assumptions are based on the behavior of the students and methodological designs. Initially, participants' own character and behaviors are released on this study to base on honesty for their perception of religiosity and academic dishonesty. The research instruments are constructed through easily understandable questions which is not required the any specific skills or abilities from students. As well as, participants are assumed above the 18 years old, while less than 18 years old students are not participated on this study. Moreover, the scales of religious orientation were chosen based on the already proven reliability with participants from a variety of educational background and abilities (Gorsuch and McPherson, 1989). Finally, this study assumed that religious orientation scale divided into three groups such as intrinsic, extrinsic social and extrinsic personal which each participants are divided into those three groups based on the purpose of research area.

1.8 Limitations

Each article has both sides of assumptions and limitations. In this study, there are several limitations that should be considered during the study. First limitation of this study is it generalizes attitudes towards academic dishonesty. In academic dishonesty area, there are significant amount of researchers focused on the different types of academic dishonesty variables. Choosing one scale is the one limitation of this study which might affect the result of analysis.

Secondly, the time constraint is also considerable, due to collect data, analyze and write up the whole report. The four months is not enough time to write the whole report with very good results and explanation which will be useful in academic and government of Malaysia.

Finally, the study of population is limited the 300 students. Obtaining more respondents would definitely be useful. To compare previous research articles, which relate to academic dishonesty, the sample size was somewhat small. As used convenience sampling could not explain or represent the whole population size of this study.

1.9 Outline of the Chapters

This study divided into five chapters; each chapter starts with the synopsis to provide the brief information of this study. For clarity of explanation, chapters' overview is briefly mentioned in there. Chapter 1 consists of the background of study, problem statement, research questions and objectives. Moreover, this chapter includes the assumptions, limitations, significance of the study, and definition of terms are explained in there.

Chapter 2 explains the literature review of this study which is based on the large amount of research articles. Firstly, this chapter includes the essence of human governance and sustainability, then it is explained the types of definitions and various components of academic dishonesty. Then, relationship between academic dishonesty and workplace unethical behaviors will be written there. Thirdly, literature review contains the relationship between religiosity and academic dishonesty. Moreover, types of religious orientations (intrinsic, extrinsic social and extrinsic personal) are showed together with theoretical framework.

Chapter 3 shows the methodology section that contains the research designs, approach, sampling and study population. Moreover, this chapter includes the measuring instrument that is explained by the attitudes towards academic dishonesty scale, religious orientation scale and demographical variables. As well as, the reliability, data collection procedure conducted in this chapter. The data analysis section will explain two main software of SPSS 20.0 and Smart PLS 2.0

which will be used for what reason and why that will be included widely explanation on there.

Chapter 4 is the findings on data analysis procedure on this study. Respondents' demographic profiles are tabled in this part. According to reliable and valid of each items and constructs, the valid and reliable test will be checked on there. After that, the research questions and objectives are obtained to prove the hypothesis through statistical data analysis. The broad explanations of hypothesis are analyzed and tabled.

Chapter 5 is the last section of this study that shows the conclusion and discussion of overall results. Moreover, recommendations and future research implications are explained on there. Finally, personal reflection is written in this chapter.

CHAPTER 2: LITERATURE REVIEW

2.1 Chapter synopsis

This chapter reviews the literatures on the religiosity and academic dishonesty. Various types of components includes in this study, for example essence of sustainability and human governance. Theoretical lens includes the theory of normative stakeholder theory. Next, the connection between dishonesty in workplace and academic will be explained. Moreover, definition of academic dishonesty will be explained, followed by the effects and causal factors of academic dishonesty. Brief information about academic dishonesty, in Malaysian situation will be explained with some related articles. Furthermore, definition of religiosity will be written, followed by the relationship between academic dishonesty and religiosity. Levels of religiosity include three main factors (intrinsic religiosity, extrinsic social religiosity, and extrinsic personal religiosity) will be interpreted with their own hypothesis.

2.2 The Essence of Sustainability and Human Governance

In the twenty first century, any type of corporations gravitate towards more sustain future. For business, sustainability is all mean of providing a long term success of business towards contribution of social, economic, and environment development, and stable society (Prakash-Mani, Thrope, and Zollinger, 2002). According to Ljungberg and Barkland (2010) called for a more sustainable society, increased knowledge and awareness of the effects of different activities have on the environment, society, people and economy. Awareness of these activities how affect the sustainability demands that organizations take responsibility for these issues. Meanwhile it discussed in different contexts so it is important that companies work with sustainability. Ljungberg and Barkland (2010) argued that a responsible and deliberate action is a prerequisite for long-term profitability and

efficiency. A responsible and conscious behavior concerns including management of scarce resources and relationships with all of the companies' stakeholders. Even long-standing studies show that corporate sustainability is value, where corporate profitability and market value is influenced by questions about environmental risks and environmental performance.

O'Donovan (2002) argues that the account of the company's sustainability performance is a function of management's approach to communicating with its stakeholders. One of the important issues in business sustainability is governance especially human governance which is recently developed. In the organization, the human is the main concept and inevitable component. To govern the human in the organization, it should be focused on the inner side of human and soul. On the other words, the target of human governance is human being such as employees, managers, leaders, and any type of situations related with human. That human governance is the value based guideline to direct and govern the people's behavior rather than the machine components (Salleh and Ahmad, 2009).

According to Salleh (2011), human governance is the leading people by inside to outside of spiritual values while more sustained ethical behaviors are related in there. Ethical failures are existed in any type of organization in everywhere while how the human governance could be implemented in there. Therefore, he mentioned the integrity or honesty is the essential part of human governance. The integrity or honesty is explained when people do good things without no one seen it (Salleh, 2011). Without integrity or honesty within the human being, the ethical failures are raised and created conflicts in society. Moreover, human governance is focused on the traits of values, religion, belief system, culture and ethics (Salleh, Ahmad, and Kumar, 2009). Within the organization or academic institutions, the interrelationship cooperation might be explained by stakeholder theory in this study.

2.3 Theoretical lens: Normative Stakeholders' theory

Stakeholders' theory is widely used in the management while it is about the people who can affect for the organizations (Fontaine, Haarman, and Schmid, 2006). According to Friedman and Miles (2006), the corporation might think about their stakeholder interests, to respect their values and to achieve the maximum profit for stakeholders. Stakeholder term includes the all types of people who can affect for the organization that includes customers, suppliers, employees, managers, and shareholders. Directly and indirectly influenced a huge variety of stakeholders are in the organization, one of them is students (Albaum 2013).

Normative stakeholder theory considers the moral values of stakeholders on the organizations (Fontaine, Haarman, and Schmid, 2006). Moreover, the core of stakeholders' theory is normative theory (Donaldson and Preston, 1995). According to them, the relationship between corporation and stakeholders were connected through moral values. Therefore, every organization needs the moral development to bring future benefits for stakeholders. The organizations are owned by their principles; on the other hand, agent has a duty and moral for legal to maximize the profits and sharing (Campbell, 2008). To sustain organization for long time, it needs more trusted and valued stakeholders in there. Whether it is cooperation and communication between stakeholders and firms or academic institutes trust and honest is essentially important. Furthermore, some researchers already mentioned that religious and spirituality are important component to guide and lead stakeholders.

2.4 Dishonesty in workplace and academic

Many researchers highlighted that there is significant correlation between dishonesty in workplace and academic. Dishonesty in workplace situation could include the unethical behavior, unethical acts, willing to cheat or lie within the

coworkers, and willing to earn a profit by hurting someone or breaking the legislation. Lucas and Friedrich, 2005; Taylor-Bianco and Deeter-Schmelz, 2007 were identified that the academic dishonesty behavior was working in the workplace environment within the employees who use the deceptive, unethical, and manipulative practices to make a profit. Moreover, the business level students are highly correlated with the academic dishonesty to compare non-business students while those high level of unethical behavioral students could be continued these behaviors in the organization which is not surprising issue in nowadays (Caldwell, 2009; McCabe, Butterfield, Trevino, 2006). The study of analyzing frequency of cheating in the college within 1,051 business students from six colleges in USA, while study released that frequency of cheating in the college has strongly associated with cheating at the work (Nonis and Swift, 2001). While students had an unethical habitude due to engage with the academic dishonesty through strongly who could able to continue their behavior in the workplace (Lawson, 2004). The survey of the relationship between integrity on the workplace deviance and academic dishonesty for business students was highlighted that there were strongly correlation between, but integrity and academic dishonesty was weak relationships. Such as more integrity workers had a less issue of workplace deviance (Martin, Rao, and Sloan, 2009). Moreover, the conclusion of Nonis and Swift (2001), whether students did not respect or could not be honesty in academic, they could not be honesty in the workplace. Another study of unethical behavior on academic and workplace dishonesty, part-time students were participated to analyze the influential factors on cheating intentions (Hsiao and Yang, 2011). They found that cheating behavior at the school could be influenced in working environment while to reduce cheating behavior in the organization and at school, more ethical values must be emphasized. All of those researchers identified the significant and highly correlation between dishonesty in workplace and academic, workplace dishonesty might be proven by academic dishonesty.

2.5 What is Academic Dishonesty?

There is no single definition exists about academic dishonesty. Academic dishonesty terms might be explained in different ways, therefore, it needs to be the same meaning of terms from different places. For example, the Centre of Academic Integrity (CAI) defined: Academic honesty is a requirement, even in the face of adversity, with five basic values: honesty, trust, fairness, respect and responsibility. From these values flow principles of behavior, academics can put into action. Academic integrity community lives, when its members seek to achieve five core values. Integrity is based on the ongoing debate about how these values are or are not part of the institutional life. "If the CIA claims five values for character education.

Furthermore, most of universities conducted their students' handbooks what is the academic dishonesty. According to them, academic dishonesty means using the methods or techniques or engaging the academic conducts that students should not take permission or they know which is not permitted according to that university. Those handbooks include the types of academic dishonesties, such as stealing, cheating, plagiarism, falsification in any type of documents. In there, the more specific identification of more common types of academic dishonesty is needed, such as cheating (using other people's material with or without permission, cheating during the examination); fabrication (using information about citation); facilitating academic dishonesty (helping someone to conduct academic dishonesty acts); plagiarism (using someone's words or works) (Gehring and Payela, 1994). By the way, academic dishonesty term will be used the general perceptions in this study, not based on the specific issues due to valid more accurate results, and collect more commitment questionnaire among the students of Malaysia.

2.6 The Effects and Causal Factors of Academic Dishonesty

There are many effects and causal factors of academic dishonesty. One of the most important effect is that students cheating attitude or behavior might be leading them into the unethical behavior on the workplace environment.

This study is based on the general attitudes of academic dishonesty in students towards their levels of religiosity. There are several factors that have affected the students' general attitudes towards academic dishonesty, for example gender, major area (business and non-business students), and graduate level.

Initial significant factor of influencing in the general attitudes of academic dishonesty is gender. Some researchers identified that there are significant difference between male and female students to cheat in their university time (Teixeira and Rocha 2010, Woodbine 2006, O'Leary and Radich2001). According to O'Leary and Radich (2001), male students had a more attitude to cheat during their exams to compare female students while this study was based on the 103 business students. Moreover, previous researcher like Davis et.al (1992) found that male students had more academic dishonesty behaviors for cheating in university times to compare female students. Hendershott, Drinan, and Cross (1999) explained why female students had a low level of academic dishonesty issues less than male students. They elaborated that women might be followed the social rules and law, therefore they had a more honest behaviors to be academic issues. Moreover, Lin and Wen (2007) analyzed 2068 college students from Thailand to test the four types of academic dishonesty such as cheating on exam, cheating on assignment, plagiarism, and falsifying document. They found that female students had a less acceptable behavior on academic dishonesty to compare male students. Furthermore, Yang (2012) tested the relationship between academic dishonesty and student's perception and judgment of academic dishonesty within

586 students in Taiwan. The conclusion was that female students had a more critical awareness for academic dishonesty to compare their male peers, while male students involved in falsification of academic dishonesty. In contradictory, some researchers identified that majority of female students had a more attitude to cheat in their university time to compare male students. Women students had a high level of plagiarism during their assignments to compare men students while the explanation was made by Martin, Rao, Sloan (2009). They explained that women students enrolled into the universities dramatically higher that might be influenced this result. Moreover, during in cheating, there were little differences between female and male students (Schuhmann et.al 2012).

Another significant factor is students' studying field that depends on students' major area, such as business, accounting, engineering, and so on, towards engagement of less or more attitudes on the academic dishonesty. Most of studies found that business students had been shown more dishonesty behavior for academic than non-business students (Caruana, Ramaseshan and Ewing 2000, Smyth and Davis, 2004). The highest cheating level of 87% was provided by business students to compare non-business students (Caruana, Ramaseshan, and Ewing 2000). Christine and James (2008) identified that major subjects were significantly influenced on students' behavior of academic dishonesty. For example, choosing business class was required from students with low level of ethical values rather than their peer students on other subjects (Grimes, 2004).

Furthermore, academic dishonesty attitudes generally correlated with the graduate levels of students which have been shown contradictory results from different research. Frequency on cheating of undergraduate level students might be the extension of cheating on graduate level (Yang, 2012). The high levels of cheating acts were involved from graduate level of business students to compare undergraduate business students (Brown and Choong 2005). Lin and Wen (2007)

identified that freshman students had a more practice of cheating on assignment, test, and plagiarism when comparing other types of students. On the other hand, graduate students had involved a less and low level in acts of dishonesty rather than undergraduate students (Rakovski and Levy, 2007). Yang (2012) identified that master's students involved high level in academic dishonesty when comparing doctoral students. Even though, undergraduate and graduate level of students had no significance difference on attitudes of academic dishonesty (Christine and James, 2008). The research based on their own measurement of academic dishonesty, that's why there are contradictory results.

2.7 Academic Dishonesty in Malaysian situation

Academic dishonesty is critical issue in any type schools, colleges, universities, and institutions around worldwide. Some researchers identified that the cheating in school, university of countries are same level. Ahmad, Simun, and Mohammed (2008) explored the academic dishonesty in Malaysian business students. The study was covered 153 business students from different academic years and investigation area was academic dishonesty of assignments, quizzes, and examinations. They identified there were some dishonesty level existed in the academic and business level. Moreover, they concluded that spending the time in business schools were significant correlation between academic dishonesty and business students. The pressure of studying was the reason of cheating at the university while students had a more attitudes of academic dishonesty when they spent the more number of years (Ahmad, Simun, and Mohammed, 2008).

Another study was investigated of relationship between technological advancement and academic dishonesty in Malaysian post graduate students. According to Shariffuddin, and Holmes (2009), technology advancement was highly correlated with cheating in the university which was interviewed by students and teachers.

Moreover, to stop the cheating was almost impossible while technological advancement were existed in there.

The study of Shafie and Nayan (2012) was investigated the relationship between net generation and academic dishonesty for Malaysian diploma students. They identified that students had knowledge of universities policy and punishment of academic dishonesty. As well as, they highlighted that students had shown a more academic dishonesty behaviors when they had more collectively with each other and affected by pressure of peers.

Furthermore, the psychological mechanisms and academic dishonesty relationship was conducted in Malaysian three public undergraduate universities. The theory of planned behavior could predict the academic misconduct in Malaysian students with highly variances (69% and 75% respectfully prediction of intention and academic misconduct) (Imran and Nordin, 2013). If students had a highly ethical consideration in their behavior, they would be participated the less academic misconduct.

In above, few research examples of academic dishonesty were mentioned while none of them exactly studied the correlation between academic dishonesty and level of religiosity. In next part, the connection between academic dishonesty and level of religiosity should be explained.

2.8Religiosity

The word of religiosity is hard to define completely. According to Lewis (1978), the synonym word of religiosity is identified as religiousness, orthodoxy, faith, belief, piousness, devotion, and holiness. Therefore, those synonym words have created the different dimension of religiosity in different research areas. For example, theologians have addressed the religiosity from the viewpoint of faith, while

religious educators have focused on the orthodoxy and belief (Groome and Corso, 1999). Psychologists may address the dimension of devotion, holiness, and piousness as well as they would like to consider the concept of religiosity to include church membership, church attendance, belief acceptance, doctrinal knowledge, and living in faith (Caldwell, 2009). That different purpose of dimensions created the different types of religiosity.

The interaction of management, spirituality, and religion has become a significant topic among popular writers and scholars (Brackman and Jaffe 2008). Whether or not one belongs to an institutionalized religious organization, or engages in one or more of myriad spiritual practices, it is clear that spirituality and religion are relevant to the study of a wide variety of topics, including management (Steingard2005). While the one definition of religiosity is a belief in god come with a commitment to follow principles believed to be set by god (McDaniel and Burnett, 1990). Religiosity could be influence on the both of human behavior and attitudes (Weaver and Agle, 2002).

2.9Religiosity and Academic Dishonesty

There are few articles are related to the religiosity and academic dishonesty. According to the Koul (2012), more than 2 thousand Thailand high school pupils were participated to identify the willingness to cheat in values, religiosity, and materialism. He identified that higher level of religiosity pupils had a less level of willingness to cheat. Higher level of religiosity can be influence the lower level of cheating attitude that is approved in other research. For example, Rettinger and Jordan (2005) identified that more religiosity students had correlated with reduced reports of cheating in all courses, but this was affected on the reduction of grade orientation. As well as earlier researchers of Sutton and Huba (1995) found the same result of relationship between religiosity and cheating. They identified that

higher religiosity students were conducted lower level of cheating behaviors while they had a less to justify cheating. Those results have shown that religiosity has an impact on academic dishonesty in some way of students' attitudes and behaviors.

On the other hand, some researchers showed the contradictory results. Bruggerman and Hart (1996) analyzed significant different between attitudes of cheating and moral reasons among lower and higher level of religious students. Their result was that they did not find any significance difference between less religious and high religious students for cheating rates. None of those studies was not used the religious orientation scale to identify the relationship between academic dishonesty and religiosity.

2.10 Dimension of Religiosity

Most religions in different cultures around the world instill value, norm, and expectations of what is right or what is wrong and guide people to behave ethically (Tang et.al 2008, Tang and Liu 2012). Religiosity is divided into different component which depend on researchers are looking at from which sides. Most of researchers who analyzed the relationship between academic dishonesty and religiosity, they mostly concentrated the religious affiliation, religious activities, and religious beliefs (Bjarnason, 2007). Participation in religious activities is a persistent and non-contingent inhibitor of adult crime (Evans et al. 1995), deviance (Kerley et al. 2011), violent behavior for Christians and Muslims (Brettfeld and Wetzels 2011). In a study involving 20 countries and 17,234 people, religious people consider social responsibilities more important than their non-religious counterparts (Brammer, Williams and Zinkin, 2007). Following repeated calls for using "more comprehensive measures of religiosity" (Vitell et.al 2009), this study will be adopted the ROS (Allport and Ross 1967) and investigate three constructs of

religiosity, such as intrinsic religiosity, extrinsic social religiosity and extrinsic personal religiosity.

2.10.1 Intrinsic Religiosity (I)

Individuals with intrinsic religiosity (IR) are brought into harmony with the “religious beliefs and prescriptions” (Allport and Ross 1967), embrace creed, internalize it, and follow it fully. They live their religious convictions, go to church, and pray. Religion is an end in and of itself. The focus is on religion for its more inherent, spiritual objectives (e.g., how one might serve his or her religion or community) (Vitell et al. 2009). In a meta-analytic review of religiosity and big five personality, Saroglou (2002) found that intrinsic religiosity and spirituality are related to extraversion, high-emotional stability, and low neuroticism. Frequency of personal prayer, a significant sign of intrinsic religiosity, is the dominant factor in the relationship between religiosity and psychological well-being (Maltby, Lewis, and Day 1999). According to Angelidis and Ibrahim (2004), the study of relationship between level of religiousness and attitude of the economical and ethical constitute of corporate social responsibilities was a significant in business students. Intrinsic religiosity is a significant factor for ethical beliefs in USA’s adult costumers (Vitell, Singh and Paolillo, 2007). For both Anglos and Hispanics, intrinsic religiosity is a significant predictor of the “active” and “passive” dimensions of the consumer ethics scale (Patwardhan, Keith, and Vitell 2012). Recently, in a national sample of 205 business practitioners, Singhapakdi et al. (2012) found that intrinsic religiosity’s positive impact is stronger than extrinsic religiosity’s negative impacts on ethical decision making. Further, it should be pointed out that in their study, they employed all eight items of intrinsic religiosity.

H1: Intrinsic religiosity orientation (IR) will have a negative impact on the perception of Academic Dishonesty (AD)

2.10.2 Extrinsic Social Religiosity (ESR)

Extrinsic values are instrumental and utilitarian (Allport and Ross 1967). People turn to God, but without turning away from self. Extrinsic religiosity has two sub-dimensions: personal and social. The extrinsic-social (ESR) dimension deals with the purposes of achieving mundane social or business goals—how one's religion might serve oneself, e.g., make friends, promote one's business interests, meet the right people, gain social standing and acceptance in the community, or sell insurance. Anecdotal evidence suggests that after church services, restaurant owners announced the grand opening of their new restaurant and invited the congregation to the celebration, providing not only the enjoyment of fellowship and excellent food but also an opportunity for business revenue due the principle of "reciprocity" (Tang et al. 2008). Social influence on religious behavior is motivated by a desire to gain the self-serving, extrinsic end of social approval. This construct may indirectly imply that people focus on how you "use your neighbor," rather than "love your neighbor" or "love one another." Intrinsic religiosity was unrelated to willingness to donate organs, but ESR was (Ryckman et al. 2004). Extrinsic social religiosity is related to manipulating social perceptions because both macro-level and micro-level culture moderated the relation between socially desirable responding and religiosity (Sedikides and Gebauer 2010). Although there is no significant difference in intrinsic religiosity between Anglos and Hispanics, Hispanics have significantly stronger extrinsic religiosity than Anglos (Patwardhan, Keith, and Vitell 2012). The study of the relationship between extrinsic religiosity and unhealthy guilt, extrinsic social religiosity people was related to moral standards guilt (Maltby, 2005).

H2: Extrinsic Social religiosity orientation (ESR) will have a positive impact on the perception of Academic Dishonesty (AD)

2.10.3 Extrinsic Religiosity-Personal (Ep)

Extrinsic-personal (EPR) deals with private personal gains (e.g., relief, protection, comfort, peace, and happiness), i.e., a coping mechanism (Laufer and Solomon 2011). Researchers have overlooked ERP or have combined it with ESR and examined extrinsic religiosity as one overall construct. Very limited empirical research is available on EPR. According to Vitell et.al (2009), extrinsic religiosity and intrinsic religiosity has released a negative relationship with each other towards moral identification and intrinsic religiosity has a negative and indirect effect on the extrinsic religiosity towards the self-control of moral identity. Frequency of personal prayer is related to psychological well-being and intangible benefits (Maltby, Lewis and Day, 1999)—finding internal peace. ERP is, to some extent, less associated with Machiavellianism than ESR. ERP may function like intrinsic religiosity (IR) and serve an end unto itself for some people. The study of relationship between job involvement and religiosity on USA employees was shown the significant difference between levels of religiosities. The extrinsic personal religiosity people had a positive and significant influenced on the job involvement (Knotts, 2003). On the other hand, the study of the relationship between extrinsic religiosity and unhealthy guilt, extrinsic personal religiosity people was related to traits and state guilt (Maltby, 2005).

H3: Extrinsic Personal religiosity orientation (EP) will have a positive impact on the perception of Academic Dishonesty (AD)

Research framework: