

Prevalent Academic Cheating Practices Among Pre-Service Teachers

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ABSTRACT

This descriptive study determined the pre-service teachers' extent of engagement in academic cheating in exams, assignments, and bibliography. The study utilized the validated researcher-made instrument for data gathering. Mean, SD, ANOVA, and Mann Whitney U obtained the quantitative results. Findings revealed that academic cheating was prevalent among the pre-service teachers with high engagement in writing or citing correct bibliography. They claimed ideas as one's design work, cited sources without reading the complete article, and copying someone's ideas as a foundation for writing. Pre-service teachers cheated on exams by studying from previous tests and sharing with/copying the answers with/from peers. In terms of assignment, they worked with others on an individual project, received help on an individual assignment without the instructor's permission, and watched the film/video version - rather than reading the assigned book. Pre-service teachers from secondary and elementary levels significantly varied in their extent of academic cheating engagement in writing or citing bibliographies, and they manifested a similar extent of engagement in academic cheating in exams and assignments. Pre-service teachers, who specialize in English, Filipino, Math, and Social Studies, significantly differed in their extent of engagement in academic cheating. Low regard for school rules and policies, lack of self-study, increased use of electronic media, and the concept that everyone does it may have influenced these academic misconducts. Academic cheating as an unethical behavior needs to be explained among the pre-service teachers being the future model educators. Strict rules and policies need to be implemented to keep up academic integrity in the learning institution.

1. Introduction

Students' academic cheating is one of the important educational concerns which have troubled teachers in different disciplines. This misconduct is a common practice, either face-to-face or in an online instructional setting. Since the early part of the twentieth century (Hulsart & McCarthy, 2009 in Balbuena, 2014).

Many students engage in different forms of academic misconduct or dishonesty, not minding the personal consequences and also affecting the reputation of the school. Some factors may have influenced them to engage in dishonesty; other reasons like the advancement in educational technology contribute to the rise of academic dishonesty among the students (Anderman & Midgley, 2004 in Koss, 2011).

In an educational setting, academic cheating is presented in varied forms - cheating, plagiarism, deception, or any other form of advantage unfairly obtained by one student over others (Liesera et al., 2015). The definitions attached to academic dishonesty differ according to the situations. A faculty teaching an online course may believe cheating happens when resources are used while answering an online exam, while another professor might assume students will use resources while they answer the online exams (Marshall & Varnon, 2017). Any type of misconduct that occurs in a formal academic exercise is academic cheating which is an affront to academically honest students and professors whose aim is to teach (Munir, Ahmad, & Shahzadi, 2011).

The findings revealed that one student, out of many, engaged in at least one act or more types of academic cheating especially on exams (Quintos, 2017). Students were reported to be cheating with their peers (Tiong, Kho, & Hasan, 2018).

On the other hand, Liesera, Hutapea, Wijaya, and Natalia (in Lesia & Hutapea, 2015) indicated that there is a correlation between peer pressure and conformity with academic misdemeanor among undergraduate students. The way students perceived academic cheating and how they manage the dishonesty is according to different factors, which this research endeavor opted to determine.

Shmeleva & Semenova (2018) reported that peer behaviors predict both plagiarism and cheating. Students were more likely to cheat on an exam if they believe that their peers also cheat.

In face-to-face or online instructional situations, academic cheating is inevitable among the students. Some are cheating on exams, homework, and copyright infringements (Balbuena, 2014). Students sometimes resort to cheating by taking or giving answers during the exams and pay someone to do the homework on their behalf (Hosny & Fatima, 2014).

Figure 1 shows the flow of the study where the pre-service teachers, grouped according to course and field of specialization, practice academic cheating in exams (studying previous exams, teaching someone, and copying from another), assignment (working with others, receiving help, watching the video version), and bibliography (using one's design work, citing without reading the complete article, copying someone's ideas).

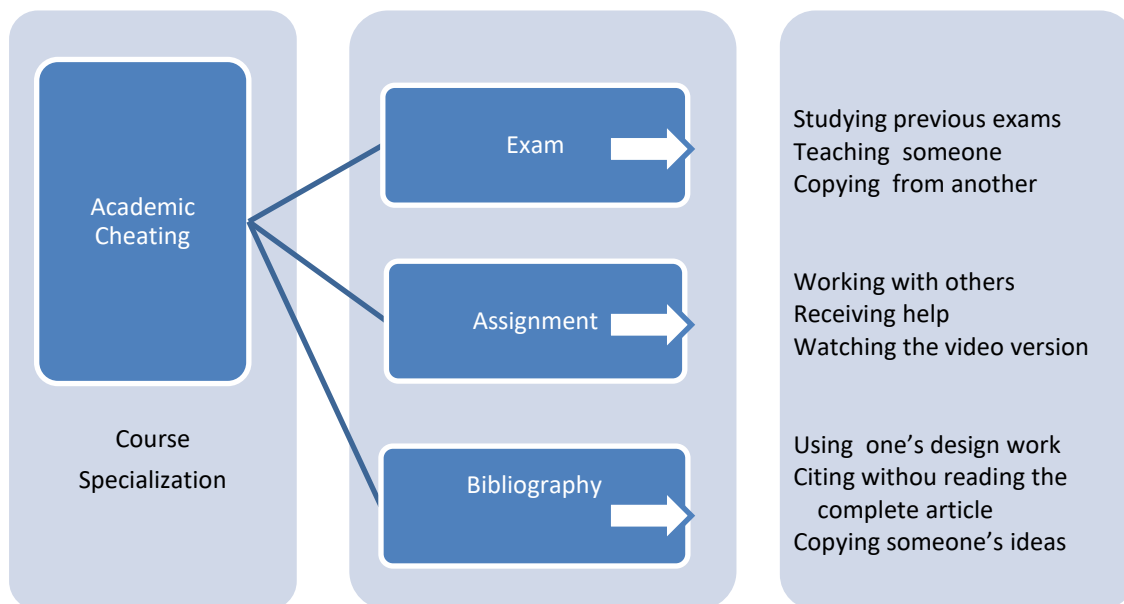


Figure 1: Study Framework

Purpose of the study

The study determined the pre-service teachers' academic dishonesty in the areas of exams, assignments, and citing bibliography. Specifically, it sought answers to the following questions:

1. What is the pre-service teachers' extent of engagement in academic cheating categorized into exams, assignments, and writing or citing bibliographies, as a whole, and when grouped according to course and field of specialization?
2. What are their cheating practices in exams, assignments, and writing or citing bibliographies when grouped according to course and field of specialization?
3. Are there significant differences in the pre-service teachers' extent of academic cheating when grouped according to course and field of specialization?

Bandura's Social Learning theory supports the study. The theory focuses on the concept that people learn from one another by observation, imitation, and modeling (Corpuz & Lucas, 2011). Students' engagement in academic cheating, reinforced by peer behavior, modeling, personal beliefs, and values has consequences. The theory of Self-Concept Maintenance explains that people are often caught between two competing motivations: gaining from cheating versus maintaining their positive self-concept as honest individuals (Aronson 1969; Harris, Mussen, and Rutherford, 1976 in Mazar, Amir, & Ariely, 2008). Self-comparison Theory

by Festinger (1954) also compliments this research undertaking for it proposes that a person defines himself in comparison with those around him Crisp & Turner, 2010 in Haynes, 2018).

2. Literature Review

Studies revealed some reasons or factors why students engage in academic misconduct. Of the reported cases, the younger or immature ones showed the academic dishonesty misdemeanor. Female students involved in cheating than males, and the singles commit academic dishonesty than the married ones (Jones, 2011 in Hodges, 2017).

Students with higher socioeconomic status are likely to create more than the others, while in inner motivation to learn, they have less likelihood of cheating (Khodaie, Moghadamzadeh, & Salehi, 2011). In contrast, Yu, Glanzer, & Johnson (2017) reported that students coming from high-income families were less involved in academic misconduct incidents than their peers with low economic status. Those who frequently attend religious services engaged less in academic dishonesty; however, the self-focused and advanced students tend to engage in academic misconduct. Khodaie, Moghadamzadeh, & Salehi (2011) affirmed that those with cheating records do cheat. Schools punishing students who cheat have a lower probability of fraud.

Some students attribute cheating to poor classroom management and teachers' incompetence (Balbuena, 2014). They find school subjects difficult, not taking the teacher seriously, and lack self-study (Khodaie, Moghadamzadeh, & Salehi, 2011).

Bachore (2016) reported other reasons for students' academic dishonesty. This misdemeanor includes finding the policy obscure to understand, the difficulty of the tests or exams, time scarcity, the irrelevance of course material, and the pressure to get good grades. Students show unethical behavior as cheating for him to get a high degree. If rules on academic misconduct are clear, it is highly likely that students are less likely to cheat (Alusa & Kimani, 2012). Students cheat, seeing the low risk of getting caught, and the concept that everyone does it (Eastman, Iyer, & Reisenwitz, 2008). Nwoye, Akpom, & Hwang (2019) confirmed that beliefs and pressures are predictors of academic dishonesty. Students cheat because they perceive that their teacher will not catch them. In contrast, Mostafa (2019) found that culture does not influence academic dishonesty as cheating, including contextual factors like honor codes, getting captured, and punishment.

Mustikarini, Winardi, & Azalea (2017) indicated that students' attitudes, subjective norms, and perceived behavioral control or ease to do misconduct, and pressures have effects on academic dishonesty; However, academic integrity culture or the values of the institution and definitional ambiguity or having no complete awareness of the code of conduct, have no effects on their academic dishonesty.

Since grade is a measure of knowledge, talents, and competency, there is a rise in academic dishonesty among students. Further, pressure from teachers, parents, and peers, classroom environment, self-centered culture contributed to the misconduct (Anderman & Midgley, 2004 in Koss, 2011). Findings revealed a positive correlation between peer pressure and conformity with academic misdemeanor among undergraduate students, with peer pressure as the strongest predictor of academic misconduct (Lesia & Hutapea, 2015). The increased use of electronic media and the expansion of internet services due to falling costs have enhanced many students' academic dishonesty Bachore, 2016).

The following are areas where pre-service teachers frequently cheat:

Cheating on Exam. Students view cheating on exams as an ordinary dishonest act in school (Balbuena, 2014). Some students cheat for them to gain an equal opportunity for advancement, considering that academic dishonesty takes place in the school at different levels (Owunwanne et al., 2010 in Hodges, 2017). They cheat by smuggling illicit or prohibited materials and information into the exam hall (Shariffuddin & Holmes, 2009).

The findings from the self-reported narratives indicated that all six student respondents employed five cheating techniques: smuggling illicit materials and information into the examination hall, manipulation of the unwitting victim, the semiotic method, and the tactical deployment technique and distracting the instructor. However, the most common procedure was smuggling prohibited items into the examination hall, and the least used was manipulating an unwitting victim. The students employed four techniques. Diego (2017) enumerated the factors why students cheat on exams: the subject's difficulty, peer influence, not ready for a review, and previous cheating as copying since the early years. Friendship motivated students to cheat, which for them appears right and acceptable. Culture as a way of building a social connection with others influenced cheating behaviors during the examination.

Eastman, Iyer, & Reisenwitz (2008), Nalisak (2014) & Bachore (2016) affirmed that social values, teachers, examination difficulty, and unfairness led students to cheat. Peers, parents, and teaching styles reinforced the acts. Previous experience, lack of confidence, and lack of attention to study were also why students cheated on exams. Both teacher's and student's incompetence, unfavorable

environment, and a lenient imposition of school policy, perception of academic dishonesty were other factors of the misconduct (Balbuena, 2014). The teachers seemed to ignore suspected cheating because of insufficient evidence, stress, effort, fear, and denial (Tabachnick et al., 1992; Coren, 2011, Liebler 2012 in Marshall & Varnon, 2017).

Plagiarism. Students' laziness and procrastination habits lead to the common practice of "cut-and-paste," which is plagiarism (Alusa & Kimani, 2012). They were more easily able to justify copy-paste plagiarism than to purchase a paper and getting caught having involved in the unfair claims (Sisti, 2007). Students highly tolerate various forms of academic misconduct, especially falsification of research results and plagiarism of sources, as a product of lower perception of the fault and its consequences or penalties (Brimble & Stevenson-Clarke, 2005).

Kennet (2018) revealed that the overload of home assignments pressured students to engage in plagiarism. The development of the internet and computer technologies, with the inherent personality and personal characteristics, such as age, gender, openness, were the other factors of dishonesty in plagiarism.

Salleh et al. (2013) reported that males cheat and plagiarize more than females. Students age 21-23 cheated and stolen than the rest, especially when they access information and resources available online for their assignments (Mustapha & Ali, 2017). Students, proven with self-report plagiarism in high school, are believed to engage in different cheating and collusion forms when they come to the university. Friedman, Blau, & Eshet-Alkalai (2016) revealed that maintaining an honest self-image, despite violating ethical codes was the most common reason for academic dishonesty. To eliminate academic dishonesty, students need to develop personal and moral characteristics (Uhráková & Podařil, 2011).

Assignment. Studies revealed that submitting a written task by someone else is one of the unethical behaviors prevalent (Bachore, 2016). Cole and Kiss (2000 in Waithaka & Gitimu, 2012) remarked that students are more likely to engage in academic dishonesty when they think their assignments are meaningless. They cheat less when they highly respect their teachers and are motivated to learn. Students who are less motivated to learn rather cheat than stay idle on something that is not of interest.

In this regard, teachers should try to motivate their students and ensure that the materials taught are appropriate and applicable to the student's level of learning, and this will help the students avoid cheating on their work (Bouville, 2010). Students justify cheating for having a lack of time and financial resources. They put their blame on inconsiderate instructors, peer pressure, poor role model, and cheat because of technology; other factors such as their laziness and fear of failure led them to cheat in their assignments (Robert, 2002 in Waithaka & Gitimu, 2012).

3. Methodology

This quantitative descriptive study determined the extent of academic cheating among the pre-service teachers both from elementary and secondary levels. Quantitative research uses objective measurement to gather numeric data that are used to answer questions or test predetermined hypotheses. It generally requires a well-controlled setting Ary, Jacobs, & Sorencen (2010). The pre-service teachers' academic cheating in exams, assignments, and bibliography was sought in the study.

Ninety (90) pre-service teachers, fifty (50) from the Bachelor of Elementary Education, and 40 from the Bachelor of Secondary Education, major in English, Filipino, Math, and Social Studies, were the respondents of the study. The study used the purposive sampling technique to identify the respondents. This technique would lead to a reliable result to determine the extent of dishonesty in academics that prevails among future teachers. These students, mostly female aged 18-19, mostly with low family income, come from different provinces, mostly from the rural areas.

The study utilized a validated researcher-made questionnaire on Academic cheating. This is composed of thirty (30) items on the common misconducts done by the students in their academics. Each category includes statements of common misdemeanors of students in exams, assignments, and bibliography. Students were made to agree or disagree with these statements and their responses were evaluated following the scale: 1 - Strongly Disagree; 2 – Disagree; 3 – Agree; 4- Strongly Agree. The items were subjected to content validation by the panel of jurors composed of 5 English and 5 Professional Education professors of the University for its Improvement. The instrument was pilot tested among the separate groups of students for the Cronbach alpha. It yielded an acceptable result of 0.787.

Before administering the survey questionnaire, the researcher interviewed some fellow faculty and colleagues on their experiences or observation of their students' academic misconduct or cheating on written reports, exams, and assignments.

The researcher also visited the office of the Guidance and Counseling Office and asked about the recorded cases of cheating, especially on exams. The researcher determined that the necessity of investigating areas- exams, assignments, and bibliography as students' common academic cheating engagement was prevalent.

The researcher subjected the survey questionnaire to necessary validation by the panel of experts who were the English and Professional education faculty and reliability testing with other education students in the university. The researcher personally distributed the survey questionnaires to the respondents who were the pre-service teachers and explained clearly the purpose of the study. The questionnaires underwent checking to ascertain that all items were answered accordingly. The pre-service teachers' responses were tallied and subjected to appropriate statistical analysis and interpretation.

To interpret the data gathered, the study utilized the mean, standard deviation, and Kruskal Wallis. For the descriptive data analysis, Mean and standard deviation were utilized, while Kruskal Wallis was employed in the inferential data analysis to determine the significant differences in the level of academic cheating of pre-service teachers, grouped as to course and according to the different variables as an exam, assignment, and bibliography.

4. Results and Discussion

Academic Cheating in Exams, Assignments, and Bibliography

Table 1: Pre-Service Teachers' Academic Cheating as a Whole and when Categorized into Exam, Assignment, and Bibliography

Variable	M	Description
Entire Group	1.98	Lesser extent
Exam		
Studying from old exams previously given	2.53	Lesser extent
Teaching someone else the answers on a test	2.52	Lesser extent
Copying from another student during a test	2.14	Lesser extent
Assign		
Working with others on an individual project	2.44	Lesser extent
Receiving help on an individual assignment without the instructor's permission	2.29	Lesser extent
Watching the film/video version rather than reading the assigned book	2.21	Lesser extent
Bibliography		
Using ideas as one's design work	2.85	Moderate extent
Citing references although not reading the complete article	2.80	Moderate extent
Copying someone's ideas, as a foundation for one's writing	2.18	Lesser extent

1.0 - 1.80 – least extent; 1.81 - 2.60 – lesser extent; 2.61 - 3.40 – moderate extent; 3.41 - 4.20 – greater extent; 4.21 - 5.00 – greatest extent

Table 1 shows the pre-service teachers' less extent of engagement in academic cheating as an entire group and when classified into different variables. Pre-service teachers especially engaged in plagiarism by "using ideas as own design work", ($m=2.85$), "citing references although not reading the complete article" ($M=2.80$), and copying someone's ideas, as a foundation for one's writing ($M=2.18$). They also cheated in exams by "studying from old exams previously given", ($m=2.53$), teaching someone else the answers on a test ($M=2.52$), and copying from another student during a test ($M=2.14$). Dishonesty in terms of assignment is done by "working with others on an individual project" ($m=2.44$), receiving help on an individual assignment without the instructor's permission ($M=2.29$), and watching the film/video version rather than reading the assigned book ($M=2.21$).

The finding means that students were tempted to cheat academically. They lacked discipline in studying for exams and doing assignments with seriousness.

This result implies that students were less diligent when it comes to their academics. They had low regard for the school policies. Students engaged in various forms of academic misconduct. Some students cheat on exams to gain an equal opportunity for advancement, considering that academic cheating takes place in the school at different levels (Owunwanne et al., 2010 in Hodges,

2017). Engaging in plagiarism means the low-level perception of academic cheating and not thinking of the consequences or penalties of the act (Brimble & Stevenson-Clarke, 2005).

Academic Cheating as to Course

Table 2: Pre-Service Teachers' Academic Cheating as to Course

	Curriculum	Mean	Description
BEEd (n=40)	Exam	1.97	Lesser extent
	Assign	1.93	Lesser extent
	Bibliography	1.94	Lesser extent
		1.95	Lesser extent
BSED (n=50)	Exam	2.01	Lesser extent
	Assign	1.84	Lesser extent
	Bibliography	2.06	Lesser extent
		2.13	Lesser extent

Table 2 shows that the BSED group (M=2.01) had a greater extent of engagement in academic cheating compared with the BEEd group (M=1.97). The BSED group practiced dishonesty in the bibliography (*using ideas as one's design work*) and in doing their assignments (*working with others on an individual project*). The BEEd group showed to be more dishonest in exams than the BSED. This dishonesty includes *studying from old exams previously given, teaching someone else the answers on a test, copying from another student during a test*.

The above findings mean that pre-service teachers practiced dishonesty in various forms of cheating in accomplishing their assigned tasks, and the citation of their references when they submit written reports and when they take their exams. The findings imply that pre-service teachers seem to disregard the value of honesty in their academic undertaking. The less extent of engagement in academic cheating further denotes that some factors may have led to this misbehavior among them.

This result affirms Alusa & Kimani (2012), who stressed that students' laziness and procrastination attitude led to the practice of the case of plagiarism or the "cut-and-paste" act. Bachore (2016) confirmed that submitting an assignment written by someone else, copying material from a published source without giving credit, and copying from someone else during a test are the top three unethical behaviors that are prevalent. In test-taking, students find school subjects difficult, not taking the teacher seriously, and they lack self-study (Khodaie, Moghadamzadeh, & Salehi, 2011). They were tempted to cheat seeing of the low risk of getting caught and the concept that everyone does it (Eastman, Iyer, & Reisenwitz, 2008). This proves the Self-comparison Theory by Festinger (1954 in Crisp & Turner, 2010 in Haynes, 2018), which states that a person defines himself, in comparison with those around him.

Academic Cheating as to Field of Specialization

Table 3: Pre-Service Teachers' Academic Cheating as to Field of Specialization

Variable (n = 50)	Mean	Description
English		
Exam	1.43	Least extent
Assign	1.52	Lesser extent
Bibliography	1.89	Lesser extent
Filipino		
Exam	2.23	Lesser extent
Assign	1.96	Lesser extent
Bibliography	2.27	Lesser extent
Exam	2.06	Lesser extent

	Assign	2.31	Lesser extent
	Bibliography	2.40	Lesser extent
<hr/>			
Math			
	Exam	1.73	Least extent
	Assign	2.51	Lesser extent
	Bibliography	2.03	Lesser extent
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Bio. Sci.			
	Exam	1.78	Least extent
	Assign	2.02	Lesser extent
	Bibliography	2.06	Lesser extent

Table 3 reveals that cheating in the bibliography was among the BSEd pre-service teachers' common academic misconduct. For the Math majors, they were prone to cheat in their assignment, (M= 2.51); however, they had the least tendencies to cheat in exams, (M=1.73) together with the English majors (M=1.43). Filipino majors were strongly tempted to cheat, especially in exams (M=2.23). English majors showed to have the least tendencies to engage in academic dishonesty in the three areas, among the group. This result means that not all in the group have the same perception of honesty in these academic areas. This result implies that some factors may have led the secondary pre-service teachers of different fields of specializations to engage in dishonesty.

Students resort to unethical behavior as cheating to get a high grade. Since grade is a measure of knowledge, talents, and competency, there is a rise in academic dishonesty among the students. Further, pressure from teachers, parents, and peers, classroom environment, and self-centered culture contributed to the misconduct (Anderman & Midgley, 2004 in Koss, 2011). The increased use of electronic media and the expansion of internet services due to falling costs may have enhanced many students' academic dishonesty (Bachore, 2016).

Differences in the Respondents' Academic Cheating

Table 4 shows that no significant difference existed in the pre-service teachers' extent of engagement in academic cheating in terms of the exam ($p=0.384 > .05$) and assignment ($p= 0.213 > .05$). This means that these future teachers had similar practices in handling their exams and in doing their assignments. This academic practice implies that education students take their exams and assignments as less important, with cheating as a means of passing.

Table 4: Test Difference in Pre-Service Teachers' Academic Cheating as to the course

Variable	Mean	t-value	p-value	Remarks
Exam				
BEED	1.84	-0.875	0.384	Not Significant
BSEd	1.93			
Assign.				
BEED	1.94	-1.253	0.213	Not Significant
BSEd	2.06			
Bibliography				
BEED	1.95	2.209	0.03*	Significant
BSEd	2.13			

On the other hand, a significant difference existed in their extent of engagement in cheating in terms of bibliography ($p= 0.03 < .05$), which means that pre-service teachers had varied delinquent ways of citing their references or sources.

This finding implies that pre-service teachers lack the skills and training in line with writing bibliography, the reason that they engaged in academic cheating.

The finding supports Haines et al., (1986 in Keith, 2018), who revealed that many students have difficulties in managing their time, especially in their early years in school. Some are preoccupied with extra activities that they failed to study or work on their assignments and they resort to cheating to avoid failure.

Differences in the Respondents' Academic Cheating as to Field of Specialization

The table shows that a significant difference existed in Education students' extent of engagement in academic cheating in terms of major, categorized into an exam, ($p=.001 < .05$), which means that pre-service teachers differed in their manner or way of handling their exams. In terms of assignment, a significant difference existed in the students' extent of engagement in academic cheating ($p=.000 < .05$) which means that Education students, with different majors, had different ways of managing or doing their assignments. In terms of bibliography, a significant difference existed in the students' extent of engagement in academic cheating, grouped according to major, ($p=.010 < .05$) which means that Education students, with different majors, had different ways of citing their references or preparing the bibliography of their research work.

These findings imply that different factors seem to affect the pre-service teachers' academic cheating. The results affirm Bachore (2016) and Khodaie, Moghadamzadeh, and Salehi (2011) who reported that the difficulty of the tests or exams and the lack of self-study were some factors why students were involved in academic dishonesty. Further, Balbuena [2] revealed that some students seem to attribute cheating to poor classroom management and teacher's incompetence. Pressure from teachers, parents, and peers, classroom environment, self-centered culture contributed to the misconduct (Anderman & Midgley, 2004 in Koss, 2011; Bouville, 2010 in Waithaka & Gitimu, 2003). The increased use of electronic media and the expansion of internet services due to falling costs have enhanced their academic dishonesty (Bachore, 2016).

Table 6: ANOVA Results in Students' Academic Cheating as to Specialization

Variable	Mean	t-value	p-value	Remarks
Exam				
English	1.43	6.101	.001	Significant
Filipino	2.23			
Soc Sci	2.06			
Bio Sci.	1.78			
Math	1.73			
Assign				
English	1.52	10.592	.000	Significant
Filipino	1.96			
Soc. Sci.	2.31			
Bio Sci.	2.02			
Math	2.51			
Bibliography				
English	1.89	3.761	.010	Significant
Filipino	2.27			
Soc Sci.	2.40			
Bio Sci.	2.06			
Math	2.03			

5. Conclusion

The study sought to determine the pre-service teachers' academic dishonesty, especially in exams, assignments, and bibliography. BSED and BEED pre-service teachers practiced academic dishonesty at a low level, especially in exams and bibliography. They seem to disregard the school's policies of avoiding academic dishonesty, especially in exams, with a higher grade component. In writing, the skill of citing the bibliography needs to be mastered by the pre-service teachers. Students find it difficult choosing between two competing motivations - stressed by gaining from cheating (self-concept maintenance theory) versus maintaining their positive self-concept as honest individuals (Aronson 1969; Harris, Mussen, and Rutherford, 1976 in Mazar, Amir, & Ariely, 2008). However, Bandura emphasized that engaging in academic dishonesty involves self-generated consequences.

Pre-service teachers manifest similar styles of handling their academics. The groups did not differ in their perception, practices, or regard for their exam, assignments, or bibliography. However, for those with different fields of specializations, under the BSEd group, differences in managing their exams, assignments, and citing of references are evident. Some factors may have led them to have varied ways of engaging in academic misconduct. Some students cheat to gain an equal opportunity for advancement (Owunwanne et al., 2010 in Hodges, 2017). They are involved in cheating, seeing the low risk of getting caught, and the concept that everyone does it (Eastman, Iyer, & Reisenwitz, 2008). Some students seem to attribute cheating to poor classroom management and teacher's incompetence (Balbuena, 2014). They find school subjects difficult, not taking the teacher seriously, and lack self-study (Khodaie, Moghadamzadeh, & Salehi, 2011). The increased use of electronic media and the expansion of internet services due to falling costs may have enhanced many students' academic dishonesty (Bachore, 2016).

The concept of academic cheating needs to be explained among the pre-service teachers to be aware of their unethical behavior towards exams, assignments, and bibliography. To avoid plagiarism, as a result of improper referencing or writing the bibliography, institutions may conduct seminar-workshop on awareness of this concern among the students. Factors need to be explored further, especially on the intervention of the technology used, which leads students to engage in academic dishonesty. They should implement strict rules and policies and impose urgent actions on academic misconduct violations to keep academic integrity. Replication of the study, utilizing other variables may validate the current findings.

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