Abstract

Previous studies have found inconsistent results regarding the personality predictors of scholastic cheating. The aim of this study was to investigate whether personality was a predictor of scholastic cheating using the HEXACO-60 personality inventory and the Dark Triad (DT). A sample of 252 students completed the online questionnaire. Results from a one-way ANOVA showed that scholastic cheating was more common in associate degree/diploma/foundation students and undergraduate students than postgraduate students. Year of study or student status (local or international students) had no effect on scholastic cheating. MANOVA showed that academic qualification, year of study, and student status had no effect on reasons for cheating. A hierarchical regression found that conscientiousness was a significant negative predictor of scholastic cheating whereas Machiavellianism and psychopathy were significant positive predictors of scholastic cheating. Psychopathy emerged as the strongest significant predictor of scholastic cheating. These results supported the view that personality is relevant for understanding scholastic cheating; a positive personality trait - high conscientiousness - predicted less scholastic cheating whereas negative personality traits - high Machiavellianism and psychopathy predicted more scholastic cheating. Students characterized by cynicism, manipulation, high impulsivity, and a lack of empathy have a higher likelihood in engaging scholastic cheating.

Keywords: personality, the HEXACO-60, the Dark Triad, scholastic cheating

(5776 words)

1. Introduction

Scholastic cheating is defined as a students' unethical attempt to present other students' work as their own, for example, copying, plagiarism, and unauthorized help (Anderman & Murdock, 2007; Giluk & Postlethwaite, 2015), and is a great concern in academic settings (Williams, Nathanson & Paulhus, 2010). One study found that approximately 46 per cent of US students admitted cheating at least once (Smyth & Davis, 2004). A later study by Lin and Wen (2007) reported approximately 62 per cent of Taiwan students had engaged in cheating on a test, or assignment, committed plagiarism, or falsified documents. These studies suggest that scholastic cheating is a highly prevalent problem that needs to be understood. To understand scholastic cheating more comprehensively, it is important to determine the predictors, for instance, personality predictors.

In the past decades, researchers have explored the relationship between year of study and scholastic cheating. Baird (1980) found that third year and fourth year students were more likely to cheat than first year and second year students, but other researchers found that year of study was a poor predictor of scholastic cheating (Stern & Havlicek, 1986). Student status is another factor of interest. Lupton, Chapman, and Weiss (2000) found Polish students had a higher likelihood in engaging scholastic cheating, compared to local US students; a later study by Chapman and Lupton (2004) pointed out that local American business students were twice as likely to cheat than Hong Kong business students. These studies suggest inconsistent relationships between year of study, student status, nationality, and scholastic cheating.

There is a long history of research on personality predictors and scholastic

cheating. Some general personality models have been given insufficient attention, such as the HEXACO-60, a development of the five-factor model that includes a sixth factor (honesty-humility) (Lee & Ashton, 2004a). Another approach is to use a more specific personality model, the Dark Triad (DT; Paulhus & Williams, 2002). The DT has been used to explore its relationship with scholastic cheating but its true relationship has not yet reached consensus (Williams et al. 2010; Zhang, Paulhus & Ziegler, 2018; Brunell, Staats, Barden & Hupp, 2011; Menon & Sharland, 2011).

1.1 The HEXACO-60 and scholastic cheating

The HEXACO-60 is comprised of six personality dimensions: honesty-humility, emotionality, extraversion, agreeableness, conscientiousness, and openness to experience (Ashton & Lee, 2009). The HEXACO-60 is chosen as it includes an additional trait (i.e. honesty-humility) which, by definition, may inherently provide a better understanding of scholastic cheating than the five-factor model alone. The six dimensions will be briefly described below.

1.1.1 Honesty-humility

The characteristics of honesty-humility are fairness, greed avoidance, modesty, and sincerity (Ashton, Lee & de Vries, 2014). Unsurprisingly, students who were honest were less likely to engage in cheating behaviour but this was from a small and non-diverse sample in a natural experiment (West, Ravenscroft & Shrader, 2004).

1.1.2 Emotionality

Individuals who scored high in emotionality can be regarded to as being high in

neuroticism. Neuroticism is characterized by the experience of negative emotional feelings, for instance, anxiety, guilt, insecurity, nervousness, and sadness (Giluk & Postlethwaite, 2015). Neurotic individuals also tend to procrastinate (Steel, 2007). Procrastination can be a leading factor of scholastic cheating due to the person not doing enough preparatory academic work to feel able to do an assignment or examination competently. Therefore, it can be supposed that high emotionality/neuroticism scorers may not engage in scholastic cheating. However, recent studies including a meta-analytic review (Giluk & Postlethwaite, 2015) and predictor-outcome studies (Williams et al., 2010; Zhang et al., 2018) found a non-significant relationship between neuroticism and scholastic cheating.

1.1.3 Extraversion

The construct of extraversion refers to the tendency to be assertive, sociable, and excitement seeking (Colman, 2015; Costa & McCrae, 1992). Excitement seeking may facilitate scholastic cheating because of a need for risk-taking among the extraverts (Piedmont, 1998). In a recent predictor-outcome study, Zhang and colleagues (2018) pointed out that extraversion was a positive predictor of scholastic cheating, with extraverted students more likely to cheat; the study was based on a sample of Chinese universities students, limiting the generalizability. Nevertheless, extraversion failed to predict scholastic cheating (Williams et al., 2010). Thus it could be seen that there is clearly significant variability in the results regarding the role of extraversion on scholastic cheating.

1.1.4 Agreeableness

Agreeable individuals are generous, kind, trustful, and unselfish (Colman, 2015). A meta-analytic review found a negative relationship between agreeableness and

scholastic cheating (Giluk & Postlethwaite, 2015), demonstrating that agreeableness is a negative predictor of scholastic cheating. In contrast, agreeableness did not remain as a significant predictor of scholastic cheating after controlling for the DT (Williams et al., 2010; Zhang et al., 2018). As can be seen, there is a discrepancy in the relationship between agreeableness and scholastic cheating across different studies.

1.1.5 Conscientiousness

Conscientious persons are organized, practical, reliable, and thoughtful (Colman, 2015). They tended to have higher motivation, better grade point average (Komarraju, Karau & Schmeck, 2009), and a lower tendency in procrastination (Steel, 2007). Giluk and Postlethwaite (2015) indicated that conscientiousness was a negative predictor of scholastic cheating. Nonetheless, Williams et al. (2010) pointed out that conscientiousness did not predict scholastic cheating after controlling for the personalities' overlap while Zhang et al. (2018) highlighted a non-significant relationship between the two variables. These results suggest that the relationship between conscientiousness and scholastic cheating is ambiguous.

1.1.6 Openness to Experience

Openness to experience is characterised by independent thinking, having aesthetic, and intellectual interests (Costa & McCrae, 1992). Openness to experience was also related to cognitive ability (Wainwright, Wright, Luciano, Geffen & Martin, 2008) and more importantly, individuals with high cognitive ability tended not to cheat (Paulhus & Dubois, 2015). In other words, in principle one might think high openness to experience scorers may not engage in scholastic cheating. Conversely, empirical studies of openness to experience and scholastic

cheating have shown a non-significant relationship between the two variables (Williams et al., 2010; Zhang et al., 2018).

Based on the aforementioned studies, honesty-humility is rarely considered, though one would suppose persons who are less honest to be more inclined to cheat. Results are inconsistent for extraversion, agreeableness and conscientiousness. Neuroticism and openness to experience do not contribute to scholastic cheating. Apart from general personality model, another approach to explore scholastic cheating is to consider more specifically a combination of problematic trait dispositions, namely the DT.

1.2. The DT and scholastic cheating

The DT is a three-dimension model of personality traits, namely Machiavellianism, narcissism, and psychopathy (Paulhus & Williams, 2002). In the last decade, researchers have shown an increased interest in the relationship between the DT and scholastic cheating. The three dimensions will be briefly described below.

1.2.1 Machiavellianism

The characteristics of Machiavellianism are cynicism and manipulation (Christie & Geis, 1970). Machiavellianism was also related to high-stakes deception (Azizli et al., 2016). Hence, it can be expected that high Machiavellianism scorers may be inclined to cheat. Two predictor-outcome studies have shown a positive relationship between Machiavellianism and scholastic cheating (Williams et al., 2010; Zhang et al., 2018). However, Machiavellianism did not predict scholastic cheating after controlling for the overlap among the personality predictors.

1.2.2 Narcissism

Narcissism is characterized by interpersonal explosiveness, leadership, self-admiration, and superiority (Emmons, 1987). Narcissists are inclined to self-enhance their qualities (Paulhus, 1998). Some researchers have found an indirect effect of narcissism on scholastic cheating. For instance, Brunell and colleagues (2011) examined three dimensions in narcissism, and narcissistic exhibitionism was found to be a predictor of scholastic cheating in US psychology students. Exhibitionism referred to the desire of narcissistic individuals for admiration and functions in order to demonstrate their perceived superiority relative to others (Brunell et al., 2011). They also found an indirect relationship between exhibitionism and scholastic cheating via lack of guilt. Similarly, Menon and Sharland (2011) highlighted an indirect relationship between narcissism and scholastic cheating via exploitative attitudes. These studies demonstrate that narcissism is indirectly related to scholastic cheating. Nevertheless, Williams et al. (2010) and Zhang et al. (2018) also found more direct results in which narcissism was directly and positively associated with scholastic cheating. As can be seen, research findings regarding narcissism and scholastic cheating may have direct or indirect effects.

1.2.3 Psychopathy

The characteristics of psychopathy are high impulsivity and a lack of empathy (Williams & Paulhus, 2004; Mahmut, Homewood & Stevenson, 2008). Williams et al. (2010) suggested that psychopathy displayed the strongest relationship with scholastic cheating, followed by Machiavellianism and narcissism. A later study by Zhang et al. (2018) found similar results which reinforced Williams et al.'s study (2010). Research findings in psychopathy are thus unambiguous regarding

scholastic cheating.

Based on the aforementioned studies, the DT constructs reveal relationships with scholastic cheating. Machiavellianism, psychopathy and their relationships with scholastic cheating are consistent, but research findings are mixed in relation to narcissism and this outcome.

The limitations of the aforementioned studies are consistent; all were self-report measures without a measure of social desirability, and their sampling meant a lack of generalizability. The current study will address the weaknesses by adopting the Balanced Inventory of Desirable Responding-16 (BIDR-16) to index social desirability, and by recruiting a large and diverse sample.

1.4. Relationships between the HEXACO-60, the DT, and the BIDR-16

One complexity is that the variables in the HEXACO-60 are strongly related to the components in the DT (Lee & Ashton, 2004b). Based on their study, narcissism had a positive correlation with extraversion. Honesty-humility was strongly and negatively associated with all three traits in the DT. Agreeableness was moderately and negatively associated with Machiavellianism and psychopathy.

A number of studies have shown that the HEXACO-60, the DT, and their relationships with the BIDR-16, a scale to measure social desirability (Hart, Ritchie, Hepper & Gebauer, 2015). The BIDR-16 comprises of two constructs: self-deceptive enhancement (SDE) and impression management (IM). In the HEXACO-60, emotionality, extraversion, and conscientiousness were predictors of SDE while IM was predicted by honesty-humility, agreeableness, and

conscientiousness (de Vries, Zettler & Hilbig, 2014). Besides, Subotić, Dimitrijević, and Radetić-Lovrić (2016) highlighted significant correlations between the two BIDR constructs and each component in the HEXACO-60, except agreeableness. In terms of the DT, narcissism was associated with IM (Rauthmann, 2011). To untangle these relationships, all three should be measured simultaneously in relation to cheating reports to see which are consistent predictors once shared variance is accounted for.

1.5 Aims and hypotheses

The current study aimed to investigate whether personality was a predictor of scholastic cheating using the HEXACO-60 and the DT. By giving the HEXACO-60 and the DT, the study seeks to investigate if basic personality traits drive scholastic cheating and if it is an indicator of more specific personality traits.

There are six hypotheses in total:

1. Final year students are more likely to cheat.
2. International students are more likely to cheat.
3. High honesty-humility, agreeableness, conscientiousness and openness to experience predict less scholastic cheating.
4. High emotionality and extraversion predict more scholastic cheating.
5. High Machiavellianism, narcissism, and psychopathy predict more scholastic cheating.
6. The basic personality traits predict scholastic cheating than the specific personality traits.

2. Method

2.1 Participants

The data in the study came from 252 students; 116 males (46%) and 136 females (54%), aged 18-33 (mean = 21.88 years, SD = 3.42), participating in the online questionnaire. The 50 + 8K heuristic for regression sample size statistics (Green, 1991; Tabachnick & Fidell, 2007) suggested at least 162 participants were needed for acceptable statistical power, so the study was well over the required n. The participants were recruited using opportunity sampling method through an advertisement circulated on social networking sites such as Instagram and Twitter. Participants were encouraged to send the link to others.

The sample exclusion criterion was that individuals who are not currently studying in college or university and/or cannot read written English should not participate.

2.2 Design

This was a predictor-outcome study. The independent variables were year of study (first year, second year, third year, fourth year, and final year), student status (local and international), the HEXACO-60 (honesty-humility, emotionality, extraversion, agreeableness, conscientiousness, and openness to experience), the DT (Machiavellianism, narcissism, and psychopathy), and the BIDR (SDE and IM), while the dependent variable was cheating admissions score.

2.3 Measures

2.3.1 The BIDR-16 (Hart et al., 2015)

The BIDR-16 is a short form of a scale that derives from the BIDR-40 (Hart et al., 2015). The BIDR-16 also measures social desirability, but more briefly. The inventory comprises of 16 items, for example, 'I know why I like things', 'I never regret decisions', 'I never cover up mistakes', and 'I avoid listening' to reflect SDE and IM. Respondents are asked how much they agree or disagree with each item

by rating on a 8-point Likert scale (1 = 'totally disagree' to 8 = 'totally agree'). Though the scale has low internal consistency reliability (not exceeding .70) (Hart et al., 2015), the study uses this scale instead of the BIDR-40 because the length of BIDR-40 is problematic.

2.3.2 The HEXACO-60 (Ashton & Lee, 2009)

The HEXACO-60, developed by Ashton and Lee (2009), is a 60-item version of the HEXACO Personality Inventory-Revised that measures six personality dimensions: honesty-humility, emotionality, extraversion, agreeableness, conscientiousness, and openness to experience. Examples of statements include: 'I wouldn't use flattery to get a raise or promotion at work, even if I thought it would succeed' (honesty-humility), 'I would feel afraid of I had to travel in bad weather conditions' (emotionality), ' I feel reasonably satisfied with myself overall' (extraversion), 'I rarely hold a grudge, even against people who have badly wronged me' (agreeableness), 'I plan ahead and organize things, to avoid scrambling at the last minute' (conscientiousness), and 'I am interested in learning about the history and politics of other countries' (openness to experience). The HEXACO-60 is rated on a scale of 1 to 5 (1 indicating 'strongly disagree' to 5 indicating 'strongly agree'). The subscales have good internal consistency reliabilities where range from .77 to .80 and from .73 to .80 in the college sample and in the community sample respectively (Ashton & Lee, 2009).

2.3.3 The Self-Report Cheating Scale (SRCS; Paulhus, Williams & Nathanson, 2004)

The SRCS is administrated to measure scholastic cheating behaviour. The scale comprises of two parts. The first part consists of 26 items and is used to assess

admissions for cheating, with 18 items assessing the overall cheating and the remaining eight items are used to assess general misbehaviour. For example, the description of cheating admissions is presented as follow: 'I copied someone else's answers on a school without them knowing'. The second part consists of 20 items and is used to assess three reasons for cheating (i.e. unmitigated achievement, fear of punishment, and moral inhibition). The SRCS is rated on a scale of 1 to 5 (1 = 'strongly disagree' to 5 = 'strongly agree'). The overall Cronbach's alpha for the scale is .85 (Williams et al., 2010).

2.3.4 The Short DT (SD3; Jones & Paulhus, 2014)

The SD3 comprises of 27 items and measures three personality traits: Machiavellianism, narcissism, and psychopathy (nine items each). Examples of items include: 'It's not wise to tell you secrets' (Machiavellianism), 'People see me as a natural leader' (narcissism), and 'I like to get revenge on authorities' (psychopathy). Respondents are asked how much they agree or disagree with each item on a scale of 1 to 5 (1 indicating 'disagree strongly' to 5 indicating 'agree strongly'). Internal consistency (alpha) coefficients for Machiavellianism, narcissism, and psychopathy are .71, .74 and .77 respectively (Jones & Paulhus, 2014).

2.4 Procedure

The study was conducted online. An advertisement with a description of the study was circulated on social networking sites such as Instagram or Twitter. If participants were willing to participate, they could access the research webpage via the study link provided in the advertisement, where they were directed to the participant information sheet, consent form, the scales, and debriefing sheet on

the research website. At the beginning of the questionnaire, they were requested to read the participant information sheet and click on a consent in order to proceed to the questionnaire. If participants did not consent, they left the site.

Participants completed the online questionnaires in the following order: demographic questions (i.e. gender, age, current sought academic qualification, year of study, and student status), the HEXACO-60, the SD3, the SRCS, and the BIDR-16. The online questionnaire required approximately 15 minutes to complete.

2.5 Ethical considerations

The study was approved by the Faculty of Medicine & Health Sciences Research Ethics Committee in the University of Nottingham. Since participants were answering questions in relation to previous scholastic cheating experiences where they may be guilty or fearful or being discovered, the questionnaire was carried out anonymously over the Internet. By clicking on a consent, participants understood that their answers will be anonymous, participation was voluntary, and right to withdraw. On completion of the questionnaire, participants were debriefed.

2.6 Analysis plan

The data was analysed using Cronbach's alpha, two one-way ANOVA, an independent-samples t test, three MANOVA, and a hierarchical regression.

3. Results

The current study aimed to investigate if personality was a predictor of scholastic cheating using the HEXACO-60 and the DT. Skewness statistics and histogram

were used to check the distribution of the data (see Appendix I and J). Though cheating admissions score was not normally distributed, bootstrapped data showed no difference with observed data.

3.1 Preliminary analysis

Table 1

Frequency and percentage of gender, academic qualification, year of study and student status

	Frequency	Percentage
Male	116	46
Female	136	54
Associate degree/Diploma/Foundation	31	12.3
Undergraduate	165	65.5
Postgraduate	56	22.2
First year	85	33.7
Second year	55	21.8
Third year	38	15.1
Fourth year	8	3.2
Final year	66	26.2
Local	162	64.3
International	90	35.7

Frequency and percentage of gender, academic qualification, year of study and

student status were presented in Table 1. Of 252 participants, most were first year students (33.7%) and the least were fourth year students (3.2%). Student status had an uneven distribution; 162 local students (64.3%) and 90 international students (35.7%).

Table 2

Descriptive statistics and Cronbach's alpha of scales used in the study

	Mean	SD	Cronbach's alpha
Age	21.88	3.42	-
Honesty-humility	3.23	1.15	.59
Emotionality	3.26	1.14	.75
Extraversion	3.32	1.05	.77
Agreeableness	3.25	1.04	.68
Conscientiousness	3.27	1.07	.67
Openness to experience	3.36	1.10	.69
Machiavellianism	3.16	1.09	.76
Narcissism	2.91	1.05	.68
Psychopathy	2.48	1.11	.71
Admissions of cheating	2.23	1.34	.90
Reason for cheating (unmitigated achievement)	2.40	1.29	.75
Reason for cheating (fear of punishment)	3.36	1.35	.57
Reason for cheating (moral inhibition)	3.11	1.32	.31
SDE	2.99	1.10	.52
IM	2.74	1.08	.50

Descriptive statistics and Cronbach's alpha of scales used in the study were presented in Table 2. Admissions of cheating had excellent internal consistency. Emotionality, extraversion, Machiavellianism, psychopathy, reason for cheating

(unmitigated achievement) had acceptable internal consistency. Agreeableness, conscientiousness, openness to experience, and narcissism had marginal internal consistency. Honesty-humility, reason for cheating (fear of punishment), SDE, and IM had poor internal consistency. Reason for cheating (mora inhibition) had a very low internal consistency and it was not analysed in this study.

Table 3

Pearson's correlations between age, honesty-humility, emotionality, extraversion, agreeableness, conscientiousness, openness to experience, Machiavellianism, narcissism, psychopathy, cheating admissions score, SDE and IM

	1	2	3	4	5	6	7	8	9	10	11	12	13
1. Age	-	-.04	-.05	-.05	.02	.10	-.09	.06	.05	-.01	-.05	.08	.11*
2. H		-	.05	.09	.11*	.09	-.09	-.04	-.04	-.10	-.14*	-.01	.04
3. E			-	-.01	.01	.09	.04	.09	-.12*	.04	-.06	.04	.01
4. X				-	.20**	.25***	-.09	.08	.27***	.05	-.05	.03	.00
5. A					-	.12*	-.13*	.09	.09	-.10	-.14*	.08	.03
6. C						-	-.10	.00	.10	.02	-.19**	.07	-.01
7. O							-	-.06	.02	-.10	-.06	-.04	-.00
8. M								-	.02	.04	.12*	-.10	-.02
9. N									-	.10	.09	.04	-.07
10.P										-	.36***	-.03	.02
11.CAS											-	-.15*	-.11*
12.SDE												-	.46***
13.IM													-

Note H = honesty-humility; E = emotionality; X = extraversion; A = agreeableness; C = conscientiousness; O = openness to experience; M = Machiavellianism; N = narcissism; P = psychopathy; CAS = cheating admissions score. *** Correlation significant at p<.001 level (one-tailed); ** Correlation significant at p<.01 level (one-tailed); * Correlation significant at p<.05 level (one–tailed).

Pearson's correlations between age, the HEXACO-60 subscales, the DT subscales, and the BIDR subscales were presented in Table 3. Of the HEXACO-60, honesty-humility, agreeableness, and conscientiousness, had small and negative correlations with cheating admissions score, with higher honesty-humility, agreeableness, and conscientiousness correlated with lower cheating admissions score. Of the DT, Machiavellianism and psychopathy had positive correlations with cheating admissions score, with higher Machiavellianism and psychopathy correlated with higher cheating admissions score. As for the BIDR, SDE and IM had small and negative correlations with cheating admissions score, with higher SDE and IM correlated with lower cheating admissions score. Emotionality, extraversion, openness to experience, narcissism had no significant correlations with cheating admissions score. Overall, psychopathy had the strongest correlation with cheating admissions score.

3.2 Comparing cheating admissions score: one-way ANOVA and an independent-samples t test

A one-way ANOVA showed a significant main effect of academic qualification on cheating admissions score F (2,247) = 6.89, p = .001. Bonferroni comparisons showed that postgraduate students scored lower in cheating admissions than associate degree/diploma/foundation students (p = .002) and undergraduate students (p = .009), although cheating admissions score in associate degree/diploma/foundation students did not significantly differ from undergraduate students (p = .388). For descriptive statistics see Table 4.

Table 4

Cheating admissions score split by academic qualification

Academic qualification	Mean ± SD
Associate degree/diploma/foundation	2.42 ± 1.18
Undergraduate	2.07 ± 1.26
Postgraduate	1.52 ± 0.89
Total	1.99 ±1.21

Figure 1 showed that the cheating admissions score was the lowest in postgraduate students than associate degree/diploma/foundation students and undergraduate students.

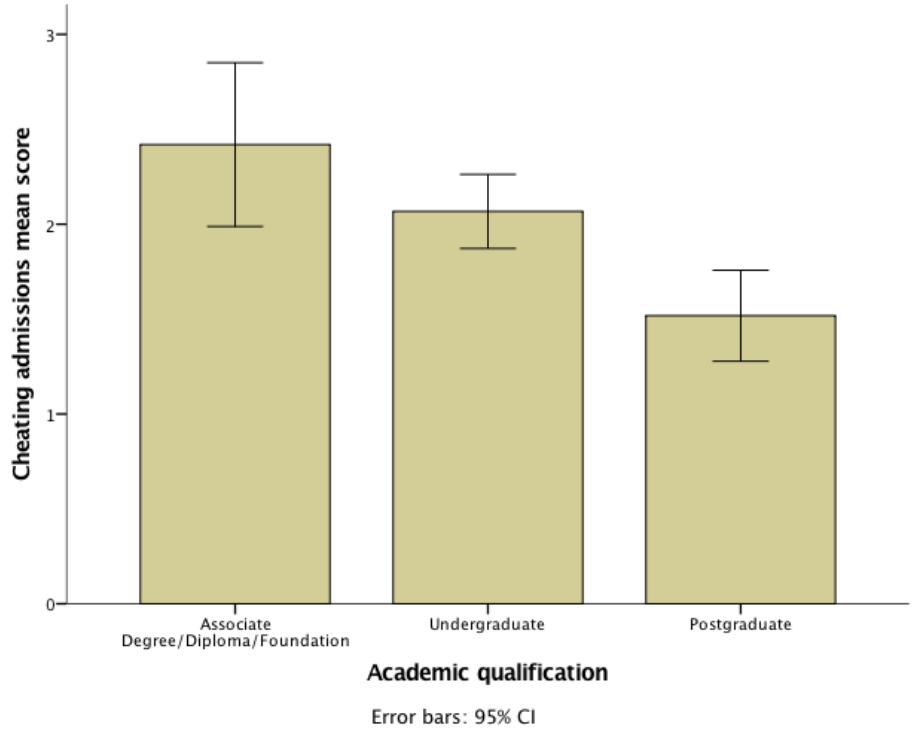


Figure 1: Bar chart illustrating the standard error of cheating admissions mean score in associate degree/diploma/foundation students, undergraduate students and postgraduate students

A one-way ANOVA showed that there was no significant main effect of year of study on cheating admissions score F (4,245) =.67, p = .617.

An independent-samples t test showed that there was no significant difference in cheating admissions score for local students (M = 2.06, SD = 1.28) compared to international students (M = 1.86, SD = 1.05), t(210) = 1.27, p = .10 (one-tailed).

3.3 Comparing reasons for cheating score: MANOVA

There was no significant main effect of academic qualification on reasons for cheating Pillai's Trace = .01, F(4, 494) = .44, p = .777, η_p^2 = .00.

There was no significant main effect of year of study on reasons for cheating Pillai's Trace = .01, F(8, 490) = .43, p = .903, η_p^2 = .01.

There was no significant main effect of student status on reasons for cheating Pillai's Trace = .00, F(2, 247) = .47, p = .629, η_p^2 = .00.

3.4 Predicting cheating admissions score: a hierarchical regression

A hierarchical regression analysis was conducted to predict cheating admissions score. Block 1 of the regression comprised of demographics (gender, age, academic qualification, year of study, and student status); block 2 was the HEXACO-60 (honesty-humility, emotionality, extraversion, agreeableness, conscientiousness, and openness to experience); block 3 comprised of the DT (Machiavellianism, narcissism, and psychopathy), and block 4 was the BIDR (SDE and IM). The full regression model predicted approximately 27% of variance in cheating admissions score R^2 = .27, F (16,223) = 5.46, p<.001 (see Table 5).

Gender, age, academic qualification, year of study, and student status (step one) predicted approximately 9% of variance in cheating admissions score. Academic qualification was the only significant predictor of cheating admissions score, with postgraduate students scored the lowest in cheating admissions than associate degree/diploma/foundation students and undergraduate students. After controlling for gender, age, academic qualification, year of study, and student status, honesty-humility, emotionality, extraversion, agreeableness, conscientiousness, and openness to experience (step two) predicted approximately 5% of variance in cheating admissions score, with higher conscientiousness predicted lower cheating admissions score. Machiavellianism, narcissism, and psychopathy (step three) predicted approximately 11% of variance in cheating admissions score, with higher Machiavellianism and psychopathy predicted higher cheating admissions score. Finally, SDE and IM (step four) predicted approximately 2% of variance in cheating admissions score.

Table 5

Hierarchical regression model predicting cheating admissions score via academic qualification, conscientiousness, Machiavellianism and psychopathy

	R^2	ΔR^2	Standardised β
	.27	.22	
Academic qualification			-.17**
Conscientiousness			-.13*
Machiavellianism			.12*
Psychopathy			.31***

*** Test significant at p<.001; ** Test significant at p<.01; * Test significant at p<.05.

The above results showed that the lower academic qualification studied for, lower conscientiousness, and higher Machiavellianism, and psychopathy were significant independent predictors of scholastic cheating.

4. Discussion

The aim of the study was to investigate if personality was a predictor of scholastic cheating using the HEXACO-60 and the DT. From the above results, academic qualification, conscientiousness, Machiavellianism, and psychopathy were found to be significant independent predictors of scholastic cheating. Postgraduate students were less likely to cheat than associate degree/diploma/foundation students and undergraduate students. High conscientiousness predicted less scholastic cheating, whereas high

Machiavellianism and psychopathy predicted more scholastic cheating. Year of study, student status, honesty-humility, emotionality, extraversion, agreeableness, openness to experience, and narcissism did not predict scholastic cheating. Overall, DT constructs predicted scholastic cheating better than the HEXACO-60. Academic qualification, year of study, and student status did not predict reasons for cheating. These results partially supported the third and the fifth hypothesis but rejected the remaining hypotheses.

4.1 Demographic predictors

Not being specifically psychological, demographic predictors were not the main focus of this study. Though not predicted, persons studying for lower academic qualifications were found to be more likely to engage in scholastic cheating, with postgraduate students scored the lowest in cheating admissions compared to associate degree/diploma/foundation students and undergraduate students. One possible explanation is that associate degree/diploma/foundation students are younger, where they experience a period of adolescence and have a tendency in risk-taking behaviour, compared to other age groups (Galvan, Hare, Voss, Glover & Casey, 2007).

Contradictory with earlier literatures (Baird, 1980; Lupton et al., 2000; Chapman & Lupton, 2004), in the current study year of study and student status were not predictors of scholastic cheating. With the advancement in technology, students' work can now be checked its similarity with existing sources using Turnitin, a plagiarism detector. Students may aware of the consequences of plagiarism for instance, destroyed reputation and criminal record (iThenticate, 2019), so they engage less in scholastic cheating.

4.2 Honesty-humility as a predictor

Although West and colleagues (2004) found that honesty was negatively related to scholastic cheating, in this study honesty-humility was an unsuccessful scholastic cheating predictor. These inconsistent results can be attributed to different measures used. In West et al.'s study (2004), the level of honesty and cheating behaviour were determined by a range of open-ended questions. However, the HEXACO-60 and the SRCS were used to measure honesty and cheating admissions respectively in this study. It could also be due to the low internal consistency of honesty-humility in the current study.

4.3 Emotionality as a predictor

It is noteworthy that the relationship between emotionality and scholastic cheating reported earlier (Williams et al., 2010; Giluk & Postlethwaite, 2015; Zhang et al., 2018) has been replicated in this study. Although the current study agreed with previous results, the variables used in the studies should be taken into consideration. Williams et al. (2010), Giluk and Postlethwaite (2015), and Zhang et al. (2018) considered neuroticism in the five-factor model while the current study investigated emotionality in the HEXACO-60. Neuroticism and emotionality are slightly different in terms of definition. Neuroticism is characterized by the experience of negative emotional feelings (i.e. anxiety, guilt, insecurity, nervousness, and sadness) (Giluk & Postlethwaite, 2015) whereas emotionality reflects an individual's anxiety, dependence, fearfulness, and sentimentality (Ashton et al., 2014).

4.4 Extraversion as a predictor

The results of this study matched those in Williams et al.'s study (2010). The

current study may be more powerful than Williams et al.'s study (2010) because it consisted of a more diverse sample. Nevertheless, a previously established relationship (Zhang et al., 2018) was not replicated here. This discrepancy could be due to the different samples. Zhang et al. (2018) and the current study recruited students from China and the United Kingdom (UK) respectively. There could also be a possibility of culture difference; people developed different personality traits across different culture because of the environment and temperament (Hofstede & Mccrae, 2004).

4.5 Agreeableness as a predictor

The results of this study were consistent with Williams et al.'s study (2010) and Zhang et al.'s study (2018), but were unable to confirm that agreeableness was a negative predictor of scholastic cheating (Giluk & Postlethwaite, 2015). Agreeableness was related to enduring motivation and success achievement (Lounsbury, Sundstrom, Loveland & Gibson, 2003), which may then lessen the chance of scholastic cheating. A possible reason for the inconsistent results was the components of agreeableness (i.e. flexibility, forgiveness, gentleness, and patience) (Ashton & Lee, 2009), which are not seem to be factors contributing to scholastic cheating. In short, different aspects of agreeableness cause opposite predictions.

4.6 Conscientiousness as a predictor

Previous literatures found inconsistent results between the relationship of conscientiousness and scholastic cheating (Williams et al., 2010; Giluk & Postlethwaite, 2015; Zhang et al., 2018), the current study was in agreement with Giluk and Postlethwaite (2015). Individuals high in conscientiousness tended to

have higher motivation, better grade point average, and a lower tendency of procrastination (Komarraju et al., 2009; Steel, 2007), which may then minimise their chance to cheat. In addition, high conscientiousness scores were ambitious and had a strong desire to excel, driving them to engage in scholastic cheating (Zhang et al., 2018). Similar to agreeableness, different aspects of conscientiousness cause opposite predictions.

4.7 Openness to experience as a predictor

In line with previous literatures (Williams et al., 2010; Zhang et al., 2018), the current study found a non-significant relationship between openness to experience and scholastic cheating in the UK students. This might in part owing to the aesthetic appreciation, inquisitiveness, creativity, and unconventionality components in openness to experience (Ashton & Lee, 2009), which are not seem to be determinants of scholastic cheating.

4.8 Machiavellianism as a predictor

Previous literatures (Williams et al., 2010; Zhang et al., 2018) have shown a positive correlation between Machiavellianism and scholastic cheating but not a strong enough associate to be a significant predictor of scholastic cheating. The present study confirmed that Machiavellianism was a positive although weak predictor of scholastic cheating. This could be explained by the acceptable internal consistency in this study and the high-stakes deception characteristics underlying Machiavellianism (Azizli et al., 2016).

4.9 Narcissism as a predictor

Previous researchers found a significant positive correlation between narcissism

and scholastic cheating (Williams et al., 2010; Zhang et al., 2018). This study failed to find a relationship between the two variables, and narcissism was the only non-significant predictor of scholastic cheating in the DT. This could be attributable to the lowest internal consistency reliability of narcissism, compared to Machiavellianism and psychopathy in the present study.

4.10 Psychopathy as a predictor

The present study confirmed that psychopathy was the strongest predictor of scholastic cheating, extending the research findings to the UK students. Given psychopathy's close relationship with antisocial behaviour (Hare & Neumann, 2008), it was not surprising that psychopathy was found to be the strongest predictor of scholastic cheating.

4.11 Implications

The current study makes contributions to the prediction of scholastic cheating based on individual difference constructs. The potential scholastic cheaters are those who are studying associate degree/diploma/foundation courses, low in conscientiousness, and high in Machiavellianism and psychopathy.

Associate degree/diploma/foundation students are suggested to avoid scholastic cheating by paraphrasing properly and developing their own writing style. In terms of educators and universities, they are recommended to provide additional writing essay support for associate degree/diploma/foundation students and emphasise the importance of academic integrity. Students might also inhibit their risky and antisocial behaviour if they are aware of the methods used to identify scholastic cheating, and the serious sanctions for doing so in adult life.

Additionally, both students and educators should adopt good study skills such as maintaining contacts between students and faculty, reciprocity and cooperation development, active learning techniques, receiving feedback, recognizing the importance of time on task (Chickering & Gamson, 1989) in order to improve academic achievement.

4.12 Strengths

The strengths of this study are its large sample size and even distribution of gender, strengthening the generalizability. The internal consistency reliabilities of the variables are acceptable, except honesty-humility. Apart from that, online-based research methods offer a number of benefits. Conducting online studies are time-saving (Lefever, Dal & Matthíasdóttir, 2007; Coulson, 2015; Wright, 2005). This methodology provides researchers with an opportunity to access to a large and diverse sample size and they are not restricted by geographical locations (Lefever et al., 2007; Hewson, Vogel, & Laurent, 2016). The same applies to participants so that they can complete the questionnaire at their preferred time and place (Lefever et al., 2007). Moreover, researchers can investigative difficult and sensitive topics anonymously in a way that may reveal useful information provided the participants are not identified.

4.13 Limitations

Several limitations should be noted in this study. The data came from an uneven distribution of local students and international students, which might limit the generalizability of the research findings. Clearly, online-based research method is subject to limitations, which may lead to non-representative populations, high drop-out rates (Coulson, 2015), and low response rates (Ilieva, Baron & Healey,

2002). The research findings may be limited by the boredom effect as the online questionnaire contains too many questions. Another issue is participant deception. Participants may complete the online questionnaire more than once (Birnbaum, 2004; Lefever et al., 2007) or be completed by another person (Dix & Anderson, 2000). Furthermore, the scales used in this study may be culturally biased, so participants may misunderstand and have various interpretations. More importantly, cheating was assessed by self-report rather than actual cheating behaviour using an experimental task.

4.13 Future directions for research

Both academic qualification and honesty-humility are rarely considered. More studies should be done in order to explore further in these variables. Result findings are inconsistent for extraversion, agreeableness, conscientiousness, and narcissism. Future work is required to determine the relationship between these variables and scholastic cheating. As for agreeableness and conscientiousness, future studies are needed to identify the different impacts on scholastic cheating from different aspects of agreeableness and conscientiousness.

Academic achievement, academic attitude, verbal ability can have an impact on scholastic cheating (Cizek, 1999; Whitley, 1998; Williams, et al., 2010). To develop a full picture between personality predictors and scholastic cheating, these variables should be clarified their relationships with personality traits and scholastic cheating in future studies. More researches on this topic need to be undertaken before the relationship between personality and scholastic cheating is more clearly understood.

4.14 Conclusion

In conclusion, this study provides important insights into the prediction of personality traits in relation to scholastic cheating. Academic qualification, conscientiousness, Machiavellianism, and psychopathy are predictors of scholastic cheating. Postgraduate students and conscientious students are less likely to cheat but students who are high in Machiavellianism and psychopathy have a higher likelihood in engaging scholastic cheating. Before scholastic cheating can be successfully predicted, educators and educational institutions should implement methods to make scholastic cheating less easy.

Word Count: 5776

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Appendices

Appendix A: Advertisement



Appendix B: Participant information sheet

Study Title: Personality traits and scholastic cheating in a student population: exploring whether personality is a predictor of scholastic cheating using the HEXACO-60 and the Dark Triad (DT)

Short Title: Personality and risky study behaviour

PARTICIPANT INFORMATION SHEET
Research Ethics Reference: 240-1902
Version 1.0 Date:24/01/2019

We would like to invite you to take part in our anonymous research study. Before you decide, it is important for you to understand why the research is being done and what it will involve. If there is anything that is not clear, please email one of the authors at the end of this document who may be able to clarify things for you.

What is the purpose of the research?
The current study seeks to investigate whether personality is predictor of risky study behaviour in a student population, and if it happens in relation to particular years in study or student status.

Why have I been invited to take part?
You have been invited to take part in this research because you are a current student, aged 18-30. We will be recruiting at least 250 participants in this study. An exclusion criterion is individuals who are not currently studying in college or university and/or cannot read written English.

Do I have to take part?
No. It is up to you to decide if you want to take part in this research. We will describe the study and hope the information sheet with you to answer any questions you may have. If you agree to participate, we will ask you to click on a consent. You would still be free to withdraw from the study at any time, without giving a reason and without any negative consequences, by advising the researchers of this decision. This would not affect your legal rights. If you are a student at the University of Nottingham, there would be no disadvantages to your study or to you personally if you decide not to take part in this study, or if you decide to withdraw at any point.

1. What will happen to me if I take part?

An advertisement with the introduction of study will be circulated on social networking sites such as Facebook or Twitter. You will be asked if you would like to participate in the study. If you are willing to participate, you can access the research webpage via the study link provided in the advertisement, where you will go through participant information sheet, consent form, the scales and debriefing. If not, you can leave the site. It is entirely up to you to take part in the study. At the beginning of the questionnaire, you are required to read the participant information sheet and click on the consent in order to proceed to the questionnaire. After that, you will be asked to complete the online questionnaire in the following order: demographic questions (i.e. gender, age, current sought academic qualifications, year in study and student status), the personality measures, the dark personality measures, risky learning behaviour and how you see yourself. The online questionnaire requires approximately 15 minutes to complete.

2. Are there any risks in taking part?

There are no risks in taking part of the study. However, answering questions regarding to previous risky study experiences might be evoke emotionally distressing, guilty, or fearful or being discovered type feelings. If you experience emotional distress during the study, you do have the right to withdraw at any time and without giving a reason. In this case, we kindly ask that you inform the student researcher or project supervisor using the contact details below.

3. Are there any benefits in taking part?

There will be no direct benefit to you from taking part in this research but your contribution may help in predicting scholastic risk taking. If personality is found to be a significant predictor of scholastic risk

taking, interventions targeting personality issues will be considered in order to combat the problem.

4. What happens to the data provided?

All information collected in this research is anonymous. No uniquely identifying information is gathered from participants. All such data are kept on password-protected databases sitting on a restricted access computer system. No paper information (participant information sheet, consent form and research questionnaires) is collected. The data is stored in university and would only be accessed by the research team.

5. What will happen if I don't want to carry on with the study?

Even after you have clicked on consent, you are free to withdraw from the study at any time without giving any reason and without your legal rights being affected. Incomplete respondents will have their data deleted before analysis.

6. Who will know that I am taking part in this research?

All information collected about you during this research is anonymous. All such information is kept on password-protected databases sitting on a restricted access computer system. All information is stored in a university computer and will only be accessed by the research team.

Under UK Data Protection laws the University is the Data Controller (legally responsible for the data security) and the Chief Investigator of this study (Yuen Kiu Cheung) is the Data Custodian (manages access to the data). This means we are responsible for looking after your information and using it properly. Your rights to access, change or move your information are limited as we need to manage your information in specific ways to comply with certain laws and for the research to be reliable and accurate. To safeguard your rights we will use the minimum personally – identifiable information possible.

You can find out more about how we use your information and to read our privacy notice at:

https://www.nottingham.ac.uk/utilities/privacy.aspx/

Designated individuals of the University of Nottingham may be given access to data for monitoring and/or audit of the study to ensure we are complying with guidelines.

7. **What will happen to the results of the research?**

The results of the research study are to written up as part of an education qualification. The results may be published, but if so, you will not be identified in any report of publication, and this is not even possible from the information gathered.

8. **Who has reviewed this study?**
All research involving people is looked at by an independent group of people, called a Research Ethics Committee, to protect your interests. This study has been reviewed and given favourable opinion by the Faculty of Medicine and Health Sciences Research Ethics Committee (Reference number: FMHS 240-1902).

9. **Who is organising and funding the research?**

This research is being organised by Yuen Kiu Cheung and Dr Vincent Egan.

10**. What if something goes wrong?**

If you have a concern about any aspect of this project, please speak to the researcher (Yuen Kiu Cheung) or the supervisor (Dr Vincent Egan), who will do their best to answer your query. The researcher should acknowledge your concern within 10 working days and give you an indication of how he/she intends to deal with it. If you remain unhappy and wish to complain formally, you can do this by contacting the FMHS Research Ethics Committee Administrator, c/o The University of Nottingham, Faculty PVC Office, B Floor, Medical School, Queen's Medical Centre Campus, Nottingham University Hospitals, Nottingham, NG7 2UH. E-mail: FMHS-

ResearchEthics@nottingham.ac.uk

11. **Contact Details**
If you would like to discuss the research with someone beforehand (or if you have questions afterwards), please contact:

Primary Research: Yuen Kiu Cheung
Depart Name: Division of Psychiatry and Applied Psychology
Department Address: B Floor, Yang Fujia Building, Jubilee Campus, Wollaton Road, Nottingham, NG8 1BB
Tel: 07397234942
Email: Yuen.Cheung1@nottingham.ac.uk

Appendix C: Consent from

Centre for Forensic and Family Psychology
Division of Psychiatry and Applied Psychology
B Floor, YANG Fujia Building, Jubilee Campus Wollaton Road, Nottingham
NG8 1BB, UK

Project title: Personality traits and scholastic risky taking behaviour in a student population: exploring whether personality is a predictor of this activity

Name of researcher: Yuen Kiu Cheung

School and division address: Centre for Forensic and Family Psychology, Division of Psychiatry and Applied Psychology, B Floor, YANG Fujia Building, Jubilee Campus, Wollaton Road, Nottingham NG8 1BB, UK

Ethics ref no: 240-1902

Thank you for participating!

Please, click the box to continue

- O I confirm that I have read and understood the information on the previous page
- O I am 18 years old and/or older
- O I understand that my participation is voluntary and I can end the study at any time and withdraw my data by clicking the EXIT button.
- O I understand that my answers will be anonymous.
- O I understand the overall anonymized data from this study may be used in the future for research (with research ethics approval) and teaching purposes.

Appendix D: The Balanced Inventory of Desirable Responding Short Form (BIDR-16; Hart, Ritchie, Hepper & Gebauer, 2015)

Please indicate how much you agree or disagree with each item by rating on the following scale (1= totally disagree and 8 = totally agree)

1. Not always honest (r)
2. Know why like things
3. Hard to shut off a disturbing thought (r)
4. Never regret decisions
5. Can't make up my mind (r)
6. Completely rational
7. Confident in judgements
8. Doubted ability as a lover (r)
9. Sometimes tell lies (r)
10. Never cover up mistakes
11. Taken advantage of someone(r)
12. Sometimes try to get even (r)
13. Said something bad about a friend (r)
14. Avoid listening
15. Never take things
16. Don't gossip

Appendix E: The HEXACO-60 (Ashton & Lee, 2009)

On the following pages you will find a series of statements about you. Please read each statement and decide how much you agree or disagree with that statement. Then write your response in the space next to the statement using the following scale:

5 = strongly agree
4 = agree
3 = neutral (neither agree nor disagree)
2 = disagree
1 = strongly disagree

Please answer every statement, even if you are not completely sure of your response

1 _____ I would be quite bored by a visit to an art gallery.

2 _____ I plan ahead and organize things, to avoid scrambling at the last minute.

3 _____ I rarely hold a grudge, even against people who have badly wronged me.

4 _____ I feel reasonably satisfied with myself overall.

5 _____ I would feel afraid if I had to travel in bad weather conditions.

6 _____ I wouldn't use flattery to get a raise or promotion at work, even if I thought it would succeed.

7 _____ I'm interested in learning about the history and politics of other countries.

8 _____ I often push myself very hard when trying to achieve a goal.

9 _____ People sometimes tell me that I am too critical of others.

10 _____ I rarely express my opinions in group meetings.

11 _____ I sometimes can't help worrying about little things.

12 _____ If I knew that I could never get caught, I would be willing to steal a million dollars.

13 _____ I would enjoy creating a work of art, such as a novel, a song, or a painting.

14 _____ When working on something, I don't pay much attention to small details.

15 _____ People sometimes tell me that I'm too stubborn.

16 _____ I prefer jobs that involve active social interaction to those that involve working alone.

17 _____ When I suffer from a painful experience, I need someone to make me feel comfortable.

18 _____ Having a lot of money is not especially important to me.

19 _____ I think that paying attention to radical ideas is a waste of time.

20 _____ I make decisions based on the feeling of the moment rather than on careful thought.

21 _____ People think of me as someone who has a quick temper.

22 _____ On most days, I feel cheerful and optimistic.

23 _____ I feel like crying when I see other people crying.

24 _____ I think that I am entitled to more respect than the average person is.

25 _____ If I had the opportunity, I would like to attend a classical music concert.

26 _____ When working, I sometimes have difficulties due to being disorganized.

27 _____ My attitude toward people who have treated me badly is “forgive and forget”.

28 _____ I feel that I am an unpopular person.

29 _____ When it comes to physical danger, I am very fearful.

30 _____ If I want something from someone, I will laugh at that person's worst jokes.

Continued…

31 _____ I've never really enjoyed looking through an encyclopedia.
32 _____ I do only the minimum amount of work needed to get by.
33 _____ I tend to be lenient in judging other people.
34 _____ In social situations, I'm usually the one who makes the first move.
35 _____ I worry a lot less than most people do.
36 _____ I would never accept a bribe, even if it were very large.
37 _____ People have often told me that I have a good imagination.
38 _____ I always try to be accurate in my work, even at the expense of time.
39 _____ I am usually quite flexible in my opinions when people disagree with me.
40 _____ The first thing that I always do in a new place is to make friends.
41 _____ I can handle difficult situations without needing emotional support from anyone else.
42 _____ I would get a lot of pleasure from owning expensive luxury goods.
43 _____ I like people who have unconventional views.
44 _____ I make a lot of mistakes because I don't think before I act.
45 _____ Most people tend to get angry more quickly than I do.
46 _____ Most people are more upbeat and dynamic than I generally am.
47 _____ I feel strong emotions when someone close to me is going away for a long time.
48 _____ I want people to know that I am an important person of high status.
49 _____ I don't think of myself as the artistic or creative type.
50 _____ People often call me a perfectionist.
51 _____ Even when people make a lot of mistakes, I rarely say anything negative.
52 _____ I sometimes feel that I am a worthless person.
53 _____ Even in an emergency I wouldn't feel like panicking.
54 _____ I wouldn't pretend to like someone just to get that person to do favors for me.
55 _____ I find it boring to discuss philosophy.
56 _____ I prefer to do whatever comes to mind, rather than stick to a plan.
57 _____ When people tell me that I'm wrong, my first reaction is to argue with them.
58 _____ When I'm in a group of people, I'm often the one who speaks on behalf of the group.
59 _____ I remain unemotional even in situations where most people get very sentimental.
60 _____ I'd be tempted to use counterfeit money, if I were sure I could get away with it.

Appendix F: The Self-Report Cheating Scale (SRCS; Paulhus, Williams & Nathanson, 2004)

PART I: Admissions (18-items plus 8 fillers)
Instructions: Please use the guide below to answer the following questions.
During high school and college, I have often:

Strongly Disagree				**Strongly Agree**
1	**2**	**3**	**4**	**5**

_____ 1) Gotten into a physical fight with someone

_____ 2) *Copied someone else's answers on a school test without them knowing

_____ 3) *Copied someone else's answers on a school test with them knowing

_____ 4) *Agreed to have someone copy your answers on a school test

_____ 5) Downloaded free music from the internet

_____ 6) *Handed in a school essay or assignment that you copied (at least in part) from some other source (e.g., another person, the internet, books, etc.)

_____ 7) Participated in a street race.

_____ 8) *Brought hidden notes to a school test

_____ 9) *Stolen a copy of a school test

_____ 10) Downloaded free 'pirated' movies from the internet

_____ 11) *Had someone else write a school test for you

_____ 12) *Actively refused to let someone copy your answers on a school test

_____ 13) *Used an electronic device (e.g., cell phone, calculator) to cheat on a school test

_____ 14) Knowingly bought, sold, or held stolen goods (or tried to do any of these things)

_____ 15) *Sold a school essay or assignment that you wrote to someone else

_____ 16) Carried a hidden weapon.

_____ 17) *Bullied or intimidated someone into helping you cheat on a school test

_____ 18) *Paid someone to help you cheat on a school test

_____ 19) *Tricked someone into helping you cheat on a school test

_____ 20) Received a speeding ticket.

_____ 21) *Written a school test, essay or assignment for someone else

_____ 22) *Reported witnessing someone cheating on a school test

_____ 23) *Made a false excuse (e.g., illness, death in family) to avoid writing a school test

_____ 24) *Been caught cheating on a school test (e.g., by the teacher/professor, parents, TA's, etc.)

_____ 25) *Gotten away with cheating on a school test

_____ 26) Copied computer software that you should have paid for yourself

PART II: Reasons (Motivations) for Cheating – 20 items

Use the scale below to indicate reasons why you cheated in the past, or why you might in the future: Items with suffix R are reverse-keyed

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

_____ 1) I cheated because of the competitive atmosphere at my school.

_____ 2) I know how to hide my cheating R.

_____ 3) I didn't study for the test.R

_____ 4) I cheated to get (or keep) a scholarship.

_____ 5) Everyone else does it. R

_____ 6) I'm not concerned about the punishments for cheating (suspension, expulsion). R

_____ 7) I cheated to make sure I got a passing grade in a course.

_____ 8) Being honest and moral is a high priority for me.

_____ 9) The test-writing surroundings make it easy for me to cheat (e.g., the seats are too close to each other). R

_____ 10) I felt pressured to achieve by my family or other people.

_____ 11) I don't think my cheating will be detected.

_____ 12) I cheated to get a high grade (e.g., an 'A' or 'A-plus')

_____ 13) Professors usually make the exams too difficult.

_____ 14) The punishments that universities use to warn students are just empty threats.

_____ 15) It was spontaneous (i.e., did it without planning on it ahead of time).

_____ 16) I cheated by helping a friend get a better grade.

_____ 17) I didn't cheat because I pride myself in being a good and trustworthy person.

_____ 18) You don't have to cheat to be a winner. R

_____ 19) I didn't cheat because I might get caught.

_____ 20) I am not the kind of person who cheats at school.

Appendix G: The Short Dark Triad (SD3; Jones & Paulhus, 2014)

Instructions: Please indicate how much you agree with each of the following statements

5 = agree strongly
4 = agree
3 = neutral (neither agree nor disagree)
2 = disagree
1 = disagree strongly

Machiavellianism

1. It's not wise to tell your secrets.
2. I like to use clever manipulation to get my way.
3. Whatever it takes, you must get the important people on your side.
4. Avoid direct conflict with others because they may be useful in the future.
5. It's wise to keep track of information that you can use against people later.
6. You should wait for the right time to get back at people.
7. There are things you should hide from other people to preserve your reputation.
8. Make sure your plans benefit yourself, not others.
9. Most people can be manipulated.

Narcissism

1. People see me as a natural leader.
2. I hate being the center of attention. (R)
3. Many group activities tend to be dull without me.
4. I know that I am special because everyone keeps telling me so.
5. I like to get acquainted with important people.
6. I feel embarrassed if someone compliments me. (R)
7. I have been compared to famous people.
8. I am an average person. (R)
9. I insist on getting the respect I deserve.

Psychopathy

1. I like to get revenge on authorities.
2. I avoid dangerous situations. (R)
3. Payback needs to be quick and nasty.
4. People often say I'm out of control.
5. It's true that I can be mean to others.
6. People who mess with me always regret it.
7. I have never gotten into trouble with the law. (R)
8. I enjoy having sex with people I hardly know
9. I'll say anything to get what I want.

Appendix H: Debriefing sheet

Debriefing Sheet

Thank you for taking time to take part in the study.
The study seeks to investigate whether personality is predictor of scholastic risk taking in a student population using the HEXACO-60 and the Dark Triad (DT).

To measure personality, we used the HEXACO-60 and the Short Dark Triad (SD3). The Self-Report Cheating Scale (SRCS) is used to measure cheating behaviour. The Balanced Inventory of Desirable Responding Short Form (BIDR-16) is used to assess social desirability, which is a key concern in self-report studies.

We will analyse the data to see if there is a relationship between each personality traits and scholastic risk taking. The work may help us to understand more about this behaviour. The information we get from this study may help in predicting scholastic cheating and inform teaching methods that reduce the desire to be academically dishonest.

Please note that scholastic cheating is a very risky learning behaviour and could lead to self-shame, drop out of university, loss of job and even criminal record. Therefore, students and teachers are suggested to adopt good study skills such as maintaining contacts between students and faculty, reciprocity and cooperation development, active learning techniques, receiving feedback, recognizing the importance of time on task (Chickering & Gamson, 1989) in order to improve academic achievement. (for more information on good study skills, please browse: https://files.eric.ed.gov/fulltext/ED282491.pdf)

Follow up

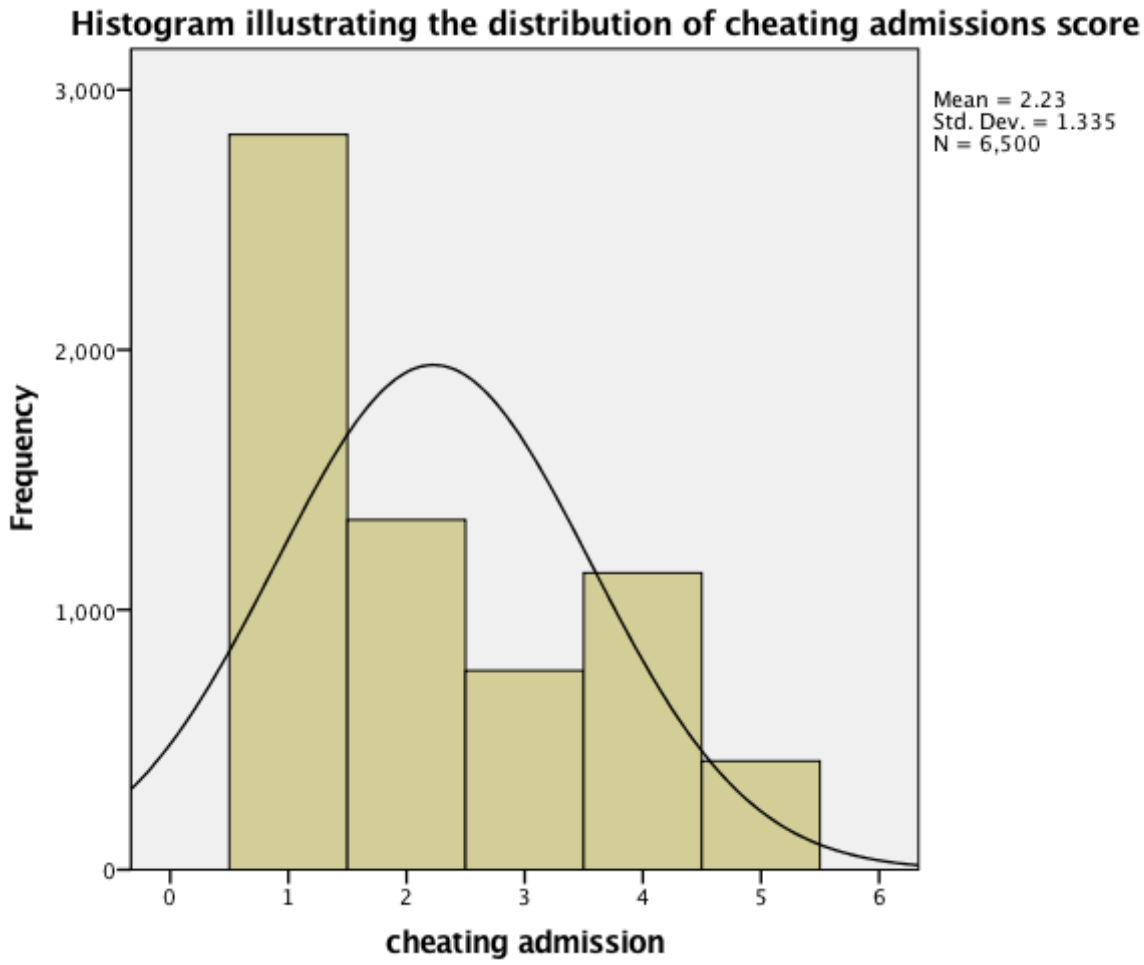
If you are interested in this study, you are unhappy or if there is a problem, please contact the researcher or project supervisor,
Researcher: Yuen Kiu Cheung
Email: Yuen.Cheung1@nottingham.ac.uk
Project Supervisor: Dr Vincent Egan
Email: mczve@exmail.nottingham.ac.uk

Appendix I: Descriptive statistics (standard error and skewness) of variables in the study

Descriptive Statistics

	N	Mean	Skewness	
	Statistic	Std. Error	Statistic	Std. Error
academic qualification	252	.037	-.008	.153
year of study	252	.100	.452	.153
student status	252	.030	.600	.153
honesty-humility	2510	.023	-.195	.049
emotionality	2510	.023	-.281	.049
extraversion	2510	.021	-.283	.049
agreeableness	2510	.021	-.172	.049
conscientiousness	2510	.021	-.305	.049
openness to experience	2510	.022	-.350	.049
machiavellianism	2250	.023	-.205	.052
narcissism	2250	.022	.076	.052
psychopathy	2250	.023	.351	.052
cheating admission	6500	.017	.672	.030
unmitigated achievement	1750	.031	.489	.059
fear of punishment	1250	.038	-.326	.069
moral inhibition	2000	.029	-.102	.055
SDE	2000	.025	.031	.055
IM	2000	.024	.450	.055
Valid N (listwise)	250			

Appendix J: Histogram illustrating the distribution of cheating admissions score



Appendix K: Frequency and percentage of gender, academic qualification, year of study, and student status

gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	116	.8	46.0	46.0
	Female	136	.9	54.0	100.0
	Total	252	1.7	100.0	
Missing	System	14868	98.3		
Total		15120	100.0		

academic qualification

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Associate Degree/Diploma/Foundation	31	.2	12.3	12.3
	Undergraduate	165	1.1	65.5	77.8
	Postgraduate	56	.4	22.2	100.0
	Total	252	1.7	100.0	
Missing	System	14868	98.3		
Total		15120	100.0		

year of study

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	First year	85	.6	33.7	33.7
	Second year	55	.4	21.8	55.6
	Third year	38	.3	15.1	70.6
	Fourth year	8	.1	3.2	73.8
	Final year	66	.4	26.2	100.0
	Total	252	1.7	100.0	
Missing	System	14868	98.3		
Total		15120	100.0		

student status

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Local	162	1.1	64.3	64.3
	International	90	.6	35.7	100.0

	Total	252	1.7	100.0	
Missing	System	14868	98.3		
Total		15120	100.0		

Appendix L: Descriptive statistics (mean and SD) of variables in the study

Descriptive Statistics

	N	Mean	Std. Deviation
age	252	21.88	3.422
honesty-humility	2510	3.23	1.148
emotionality	2510	3.26	1.144
extraversion	2510	3.32	1.052
agreeableness	2510	3.25	1.037
conscientiousness	2510	3.27	1.073
openness to experience	2510	3.36	1.099
machiavellianism	2250	3.16	1.093
narcissism	2250	2.91	1.046
psychopathy	2250	2.48	1.112
cheating admission	6500	2.23	1.335
unmitigated achievement	1750	2.40	1.288
fear of punishment	1250	3.36	1.347
moral inhibition	2000	3.11	1.315
SDE	2000	2.99	1.102
IM	2000	2.74	1.077
Valid N (listwise)	250		

Appendix M: Reliability of variables in the study

Scale: HEXACO HONESTY HUMILITY

Case Processing Summary

		N	%
Cases	Valid	251	99.6
	Excluded [a]	1	.4
	Total	252	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.593	10

Item Statistics

	Mean	Std. Deviation	N
6. I wouldn't use flattery to get a raise or promotion at work, even if I thought it would succeed	3.30	1.033	251
12. If I knew that I could never get caught, I would be willing to steal a million dollars	3.13	1.386	251
18. Having a lot of money is not especially important to me	3.00	1.094	251
24. I think that I am entitled to more respect than the average person is	3.17	1.130	251

30. If I want something from someone, I will laugh at that person's worst jokes	3.48	1.097	251
36. I would never accept a bribe, even if it were very large	3.37	1.063	251
42. I would get a lot of pleasure from owning expensive luxury goods	2.92	1.157	251
48. I want people to know that I am an important person of high status	3.22	1.096	251
54. I wouldn't pretend to like someone just to get that person to do favors for me	3.42	1.068	251
60. I'd be tempted to use counterfeit money, if I were sure I could get away with it	3.27	1.209	251

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
6. I wouldn't use flattery to get a raise or promotion at work, even if I thought it would succeed	28.97	24.527	.208	.581
12. If I knew that I could never get caught, I would be willing to steal a million dollars	29.14	22.003	.293	.562

18. Having a lot of money is not especially important to me	29.27	24.360	.201	.583
24. I think that I am entitled to more respect than the average person is	29.10	25.037	.125	.601
30. If I want something from someone, I will laugh at that person's worst jokes	28.79	23.983	.237	.575
36. I would never accept a bribe, even if it were very large	28.90	22.367	.421	.531
42. I would get a lot of pleasure from owning expensive luxury goods	29.35	22.933	.312	.556
48. I want people to know that I am an important person of high status	29.06	23.285	.306	.558
54. I wouldn't pretend to like someone just to get that person to do favors for me	28.85	24.401	.207	.581
60. I'd be tempted to use counterfeit money, if I were sure I could get away with it	29.00	21.848	.391	.534

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
32.27	27.726	5.266	10

Scale: HEXACO EMOTIONALITY

Case Processing Summary

		N	%
Cases	Valid	251	99.6
	Excluded [a]	1	.4
	Total	252	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.751	10

Item Statistics

	Mean	Std. Deviation	N
5. I would feel afraid if I had to travel in bad weather conditions	2.84	1.127	251
11. I sometimes can't help worrying about little things	3.69	1.088	251
17. When I suffer from a painful experience, I need someone to make me feel comfortable	3.47	1.078	251
23. I feel like crying when I see other people crying	3.13	1.180	251
29. When it comes to physical danger, I am very fearful	3.37	1.033	251
35. I worry a lot less than most people do	3.24	1.199	251

41. I can handle difficult situations without needing emotional support from anyone else	2.71	1.107	251
47. I feel strong emotions when someone close to me is going away for a long time	3.70	1.033	251
53. Even in an emergency I wouldn't feel like panicking	3.24	1.098	251
59. I remain unemotional even in situations where most people get very sentimental	3.24	1.091	251

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
5. I would feel afraid if I had to travel in bad weather conditions	29.77	32.762	.282	.750
11. I sometimes can't help worrying about little things	28.92	31.202	.435	.728
17. When I suffer from a painful experience, I need someone to make me feel comfortable	29.14	30.587	.497	.719
23. I feel like crying when I see other people crying	29.48	31.875	.331	.744
29. When it comes to physical danger, I am very fearful	29.24	32.501	.348	.740

35. I worry a lot less than most people do	29.37	30.843	.405	.732
41. I can handle difficult situations without needing emotional support from anyone else	29.90	31.351	.411	.731
47. I feel strong emotions when someone close to me is going away for a long time	28.91	31.496	.440	.727
53. Even in an emergency I wouldn't feel like panicking	29.37	30.267	.513	.716
59. I remain unemotional even in situations where most people get very sentimental	29.37	30.682	.480	.721

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
32.61	37.671	6.138	10

Scale: HEXACO EXTRAVERSION

Case Processing Summary

		N	%
Cases	Valid	251	99.6
	Excluded[a]	1	.4
	Total	252	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.770	10

Item Statistics

	Mean	Std. Deviation	N
4. I feel reasonably satisfied with myself overall	3.46	.935	251
10. I rarely express my opinions in group meetings	3.41	1.033	251
16. I prefer jobs that involve active social interaction to those that involve working alone	3.60	1.024	251
22. On most days, I feel cheerful and optimistic	3.62	.978	251
28. I feel that I am an unpopular person	3.20	1.083	251
34. In social situations, I'm usually the one who makes the first move	3.11	1.008	251
40. The first thing that I always do in a new place is to make friends	3.56	.946	251
46. Most people are more upbeat and dynamic than I generally am	3.04	1.036	251
52. I sometimes feel that I am a worthless person	3.12	1.189	251
58. When I'm in a group of people, I'm often the one who speaks on behalf of the group	3.05	1.046	251

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
4. I feel reasonably satisfied with myself overall	29.71	29.505	.411	.754
10. I rarely express my opinions in group meetings	29.76	28.951	.408	.754
16. I prefer jobs that involve active social interaction to those that involve working alone	29.57	28.654	.442	.750
22. On most days, I feel cheerful and optimistic	29.55	27.833	.559	.735
28. I feel that I am an unpopular person	29.97	28.211	.449	.749
34. In social situations, I'm usually the one who makes the first move	30.06	28.504	.468	.746
40. The first thing that I always do in a new place is to make friends	29.61	28.800	.479	.745
46. Most people are more upbeat and dynamic than I generally am	30.12	28.677	.433	.751
52. I sometimes feel that I am a worthless person	30.04	28.818	.339	.766
58. When I'm in a group of people, I'm often the one who speaks on behalf of the group	30.12	29.106	.386	.757

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
33.17	34.556	5.878	10

Scale: HEXACO AGREEABLENESS

Case Processing Summary

		N	%
Cases	Valid	251	99.6
	Excluded[a]	1	.4
	Total	252	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.679	10

Item Statistics

	Mean	Std. Deviation	N
3. I rarely hold a grudge, even against people who have badly wronged me	3.14	1.043	251
9. People sometimes tell me that I am too critical of others	3.30	1.052	251
15. People sometimes tell me that I'm too stubborn	2.95	1.141	251
21. People think of me as someone who has a quick temper	3.31	1.131	251
27. My attitude toward people who have treated me badly is “forgive and forget”	3.26	.997	251

33. I tend to be lenient in judging other people	3.34	.934	251
39. I am usually quite flexible in my opinions when people disagree with me	3.43	.907	251
45. Most people tend to get angry more quickly than I do	3.45	1.058	251
51. Even when people make a lot of mistakes, I rarely say anything negative	3.23	.988	251
57. When people tell me that I'm wrong, my first reaction is to argue with them	3.08	1.009	251

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
3. I rarely hold a grudge, even against people who have badly wronged me	29.35	22.085	.412	.642
9. People sometimes tell me that I am too critical of others	29.19	22.619	.348	.654
15. People sometimes tell me that I'm too stubborn	29.54	22.298	.335	.657
21. People think of me as someone who has a quick temper	29.18	22.332	.337	.656
27. My attitude toward people who have treated me badly is "forgive and forget"	29.23	22.424	.401	.644

33. I tend to be lenient in judging other people	29.15	24.745	.171	.684
39. I am usually quite flexible in my opinions when people disagree with me	29.06	23.173	.368	.651
45. Most people tend to get angry more quickly than I do	29.04	21.994	.413	.641
51. Even when people make a lot of mistakes, I rarely say anything negative	29.26	23.387	.298	.663
57. When people tell me that I'm wrong, my first reaction is to argue with them	29.41	23.211	.307	.662

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
32.49	27.211	5.216	10

Scale: HEXACO CONSCIENTIOUSNESS

Case Processing Summary

		N	%
Cases	Valid	251	99.6
	Excluded[a]	1	.4
	Total	252	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.674	10

Item Statistics

	Mean	Std. Deviation	N
2. I plan ahead and organize things, to avoid scrambling at the last minute	3.35	1.094	251
8. I often push myself very hard when trying to achieve a goal	3.78	.909	251
14. When working on something, I don't pay much attention to small details	3.68	.936	251
20. I make decisions based on the feeling of the moment rather than on careful thought	3.10	.987	251
26. When working, I sometimes have difficulties due to being disorganized	2.76	1.169	251
32. I do only the minimum amount of work needed to get by	3.20	1.088	251
38. I always try to be accurate in my work, even at the expense of time	3.68	.854	251
44. I make a lot of mistakes because I don’t think before I act	3.31	1.000	251
50. People often call me a perfectionist	2.94	1.087	251
56. I prefer to do whatever comes to mind, rather than stick to a plan	2.93	1.043	251

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
2. I plan ahead and organize things, to avoid scrambling at the last minute	29.40	21.553	.369	.644
8. I often push myself very hard when trying to achieve a goal	28.96	23.427	.256	.664
14. When working on something, I don't pay much attention to small details	29.07	23.147	.275	.661
20. I make decisions based on the feeling of the moment rather than on careful thought	29.65	21.942	.388	.641
26. When working, I sometimes have difficulties due to being disorganized	29.99	20.284	.461	.623
32. I do only the minimum amount of work needed to get by	29.55	20.865	.448	.627
38. I always try to be accurate in my work, even at the expense of time	29.07	23.031	.334	.652
44. I make a lot of mistakes because I don’t think before I act	29.43	22.431	.324	.653
50. People often call me a perfectionist	29.80	23.230	.200	.678

56. I prefer to do whatever comes to mind, rather than stick to a plan	29.82	22.518	.293	.659

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
32.75	26.501	5.148	10

Scale: HEXACO OPENNESS TO EXPERIENCE

Case Processing Summary

		N	%
Cases	Valid	251	99.6
	Excluded[a]	1	.4
	Total	252	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.694	10

Item Statistics

	Mean	Std. Deviation	N
1. I would be quite bored by a visit to an art gallery	3.39	1.095	251
7. I'm interested in learning about the history and politics of other countries	3.51	1.104	251
13. I would enjoy creating a work of art, such as a novel, a song, or a painting	3.56	1.176	251

19. I think that paying attention to radical ideas is a waste of	3.39	.995	251
25. If I had the opportunity, I would like to attend a classical music concert	3.20	1.269	251
31. I've never really enjoyed looking through an encyclopedia	3.14	1.107	251
37. People have often told me that I have a good imagination	3.58	.932	251
43. I like people who have unconventional views	3.50	.812	251
49. I don't think of myself as the artistic or creative type	2.98	1.108	251
55. I find it boring to discuss philosophy	3.39	1.173	251

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
1. I would be quite bored by a visit to an art gallery	30.25	24.647	.500	.643
7. I'm interested in learning about the history and politics of other countries	30.14	25.902	.371	.667
13. I would enjoy creating a work of art, such as a novel, a song, or a painting	30.09	24.836	.432	.655

19. I think that paying attention to radical ideas is a waste of	30.26	27.409	.277	.683
25. If I had the opportunity, I would like to attend a classical music concert	30.45	26.208	.267	.689
31. I've never really enjoyed looking through an encyclopedia	30.51	28.227	.156	.705
37. People have often told me that I have a good imagination	30.07	27.487	.300	.679
43. I like people who have unconventional views	30.15	28.385	.259	.685
49. I don't think of myself as the artistic or creative type	30.67	24.550	.502	.642
55. I find it boring to discuss philosophy	30.26	24.385	.477	.646

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
33.65	31.285	5.593	10

Scale: SDTM

Case Processing Summary

		N	%
Cases	Valid	250	99.2
	Excluded[a]	2	.8
	Total	252	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.757	9

Item Statistics

	Mean	Std. Deviation	N
1. It's not wise to tell you secrets	2.83	1.267	250
2. I like to use clever manipulation to get my way	2.90	1.090	250
3. Whatever it takes, you must get the important people on your side	3.32	1.002	250
4. Avoid direct conflict with others because they may be useful in the future	3.45	1.006	250
5. It’s wise to keep track of information that you can use against people later	3.06	1.116	250
6. You should wait for the right time to get back at people	3.11	1.101	250
7. There are things you should hide from other people to preserve your reputation	3.64	.935	250
8. Make sure your plans benefit yourself, not others	2.81	.959	250
9. Most people can be manipulated	3.33	1.025	250

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
1. It's not wise to tell you secrets	25.62	26.044	.254	.770
2. I like to use clever manipulation to get my way	25.54	24.594	.476	.728
3. Whatever it takes, you must get the important people on your side	25.13	25.143	.476	.729
4. Avoid direct conflict with others because they may be useful in the future	25.00	25.265	.460	.731
5. It’s wise to keep track of information that you can use against people later	25.39	23.234	.600	.707
6. You should wait for the right time to get back at people	25.34	24.273	.502	.724
7. There are things you should hide from other people to preserve your reputation	24.81	26.116	.413	.739
8. Make sure your plans benefit yourself, not others	25.64	25.709	.443	.734
9. Most people can be manipulated	25.12	26.248	.346	.748

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
28.45	30.931	5.562	9

Scale: SDTN

Case Processing Summary

		N	%
Cases	Valid	250	99.2
	Excluded[a]	2	.8
	Total	252	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.684	9

Item Statistics

	Mean	Std. Deviation	N
1. People see me as a natural leader	3.13	.977	250
2. I hate being the center of attention	2.84	1.039	250
3. Many group activities tend to be dull without me	2.80	.951	250
4. I know that I am special because everyone keeps telling me so	2.62	1.031	250
5. I like to get acquainted with important people	3.37	.936	250
6. I feel embarrassed if someone compliments me	2.78	1.056	250
7. I have been compared to famous people	2.62	1.028	250
8. I am an average person	2.65	1.019	250

9. I insist on getting the respect I deserve	3.40	1.014	250

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
1. People see me as a natural leader	23.09	18.261	.486	.632
2. I hate being the center of attention	23.38	18.252	.444	.640
3. Many group activities tend to be dull without me	23.42	18.405	.485	.633
4. I know that I am special because everyone keeps telling me so	23.60	18.113	.467	.635
5. I like to get acquainted with important people	22.85	19.966	.291	.671
6. I feel embarrassed if someone compliments me	23.44	19.975	.231	.685
7. I have been compared to famous people	23.60	19.309	.322	.666
8. I am an average person	23.57	20.086	.235	.683
9. I insist on getting the respect I deserve	22.82	19.661	.287	.673

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
26.22	23.273	4.824	9

Scale: SDTP

Case Processing Summary

		N	%
Cases	Valid	250	99.2
	Excluded[a]	2	.8
	Total	252	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.710	9

Item Statistics

	Mean	Std. Deviation	N
1. I like to get revenge on authorities	2.52	1.007	250
2. I avoid dangerous situations	2.42	.992	250
3. Payback needs to be quick and nasty	2.51	1.058	250
4. People often say I'm out of control	2.25	1.004	250
5. It's true that I can be mean to others	3.21	1.059	250
6. People who mess with me always regret it	2.56	.964	250
7. I have never got into trouble with the law	1.93	1.094	250
8. I enjoy having sex with people I hardly know	2.39	1.313	250
9. I'll say anything to get what I want	2.52	1.080	250

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
1. I like to get revenge on authorities	19.79	22.575	.442	.675
2. I avoid dangerous situations	19.89	25.361	.148	.725
3. Payback needs to be quick and nasty	19.80	22.637	.404	.681
4. People often say I'm out of control	20.06	22.061	.504	.663
5. It's true that I can be mean to others	19.10	24.026	.258	.708
6. People who mess with me always regret it	19.75	22.615	.466	.671
7. I have never got into trouble with the law	20.38	23.095	.336	.694
8. I enjoy having sex with people I hardly know	19.92	21.142	.410	.681
9. I'll say anything to get what I want	19.79	21.493	.515	.659

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
22.31	27.820	5.275	9

Scale: CHEATING ADMISSIONS

Case Processing Summary

		N	%
Cases	Valid	250	99.2
	Excluded[a]	2	.8
	Total	252	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.904	26

Item Statistics

	Mean	Std. Deviation	N
1. Got into a physical fight with someone	1.99	1.207	250
2. Copied someone else's answers on a school test without them knowing	2.49	1.278	250
3. Copied someone else's answers on a school test with them knowing	2.86	1.343	250
4. Agreed to have someone copy your answers on a school test	3.15	1.265	250
5. Downloaded free music from the internet	3.95	1.021	250
6. Handed in a school essay or assignment that you copied (at least in part) from some other source (e.g., another person, the internet, books, etc.)	2.77	1.312	250
7. Participated in a street race	2.06	1.181	250
8. Brought hidden notes to a school test	2.34	1.339	250
9. Stolen a copy of a school test	1.69	1.060	250
10. Downloaded free 'pirated' movies from the internet	3.35	1.348	250

11. Had someone else write a school test for you	1.74	1.023	250
12. Actively refused to let someone copy your answers on a school test	2.89	1.227	250
13. Used an electronic device (e.g., cell phone, calculator) to cheat on a school test	2.10	1.273	250
14. Knowingly bought, sold, or held stolen goods (or tried to do any of these things)	1.85	1.104	250
15. Sold a school essay or assignment that you wrote to someone else	1.62	.962	250
16. Carried a hidden weapon	1.53	.906	250
17. Bullied or intimidated someone into helping you cheat on a school test	1.54	.883	250
18. Paid someone to help you cheat on a school test	1.50	.875	250
19. Tricked someone into helping you cheat on a school test	1.59	.987	250
20. Received a speeding ticket	1.84	1.155	250
21. Written a school test, essay or assignment for someone else	1.86	1.162	250
22. Reported witnessing someone cheating on a school test	1.92	1.160	250
23. Made a false excuse (e.g., illness, death in family) to avoid writing a school test	2.30	1.371	250

24. Been caught cheating on a school test (e.g., by the teacher/professor, parents, TA's, etc.)	1.71	1.048	250
25. Got away with cheating on a school test	2.63	1.448	250
26. Copied computer software that you should have paid for yourself	2.65	1.427	250

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
1. Got into a physical fight with someone	55.92	254.888	.503	.900
2. Copied someone else's answers on a school test without them knowing	55.42	250.967	.571	.898
3. Copied someone else's answers on a school test with them knowing	55.05	250.680	.547	.899
4. Agreed to have someone copy your answers on a school test	54.75	257.135	.419	.902
5. Downloaded free music from the internet	53.95	272.640	.061	.907
6. Handed in a school essay or assignment that you copied (at least in part) from some other source (e.g., another person, the internet, books, etc.)	55.14	257.997	.380	.903
7. Participated in a street race	55.85	260.065	.375	.902

8. Brought hidden notes to a school test	55.56	248.191	.610	.897
9. Stolen a copy of a school test	56.22	252.491	.657	.897
10. Downloaded free 'pirated' movies from the internet	54.56	265.324	.196	.907
11. Had someone else write a school test for you	56.17	251.771	.706	.896
12. Actively refused to let someone copy your answers on a school test	55.02	274.072	.004	.910
13. Used an electronic device (e.g., cell phone, calculator) to cheat on a school test	55.81	247.457	.665	.896
14. Knowingly bought, sold, or held stolen goods (or tried to do any of these things)	56.05	254.307	.574	.898
15. Sold a school essay or assignment that you wrote to someone else	56.28	255.600	.624	.898
16. Carried a hidden weapon	56.37	258.612	.560	.899
17. Bullied or intimidated someone into helping you cheat on a school test	56.36	256.328	.659	.898
18. Paid someone to help you cheat on a school test	56.40	255.928	.680	.898
19. Tricked someone into helping you cheat on a school test	56.32	254.072	.657	.897
20. Received a speeding ticket	56.07	255.927	.500	.900

21. Written a school test, essay or assignment for someone else	56.04	251.215	.629	.897
22. Reported witnessing someone cheating on a school test	55.99	260.646	.367	.902
23. Made a false excuse (e.g., illness, death in family) to avoid writing a school test	55.61	250.520	.538	.899
24. Been caught cheating on a school test (e.g., by the teacher/professor, parents, TA's, etc.)	56.19	251.465	.697	.896
25. Got away with cheating on a school test	55.27	247.926	.564	.898
26. Copied computer software that you should have paid for yourself	55.25	257.563	.352	.904

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
57.90	275.734	16.605	26

Scale: UNMITIGATED ACHIEVEMENT

Case Processing Summary

		N	%
Cases	Valid	250	99.2
	Excluded[a]	2	.8
	Total	252	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.747	7

Item Statistics

	Mean	Std. Deviation	N
1. I cheated because of the competitive atmosphere at my university	2.24	1.163	250
4. I cheated to get (or keep) a scholarship	1.83	1.017	250
7. I cheated to make sure I got a passing grade in a course	2.63	1.412	250
10. I felt pressured to achieve by my family or other people	3.08	1.346	250
12. I cheated to get a high grade (e.g., an ‘A’ or ‘A-plus’)	2.50	1.345	250
16. I cheated by helping a friend get a better grade	2.31	1.238	250
18. You don’t have to cheat to be a winner	2.22	1.092	250

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
1. I cheated because of the competitive atmosphere at my university	14.58	21.723	.619	.682
4. I cheated to get (or keep) a scholarship	14.98	23.686	.512	.709

7. I cheated to make sure I got a passing grade in a course	14.18	19.516	.664	.663
10. I felt pressured to achieve by my family or other people	13.73	24.271	.280	.759
12. I cheated to get a high grade (e.g., an 'A' or 'A-plus')	14.31	20.158	.648	.669
16. I cheated by helping a friend get a better grade	14.50	23.094	.434	.722
18. You don't have to cheat to be a winner	14.59	27.238	.119	.780

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
16.81	29.792	5.458	7

Scale: FEAR OF PUNISHMENT

Case Processing Summary

		N	%
Cases	Valid	250	99.2
	Excluded[a]	2	.8
	Total	252	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha[a]	N of Items
-.173	5

a. The value is negative due to a negative average covariance among items. This violates reliability model assumptions. You may want to check item codings.

Item Statistics

	Mean	Std. Deviation	N
2. I know how to hide my cheating	3.35	1.306	250
6. I'm not concerned about the punishments for cheating (suspension, expulsion)	4.09	1.119	250
9. The test-writing surroundings make it easy for me to cheat (e.g., the seats are too close to each other)	3.48	1.302	250
11. I don't think my cheating will be detected	2.57	1.313	250
19. I didn't cheat because I might get caught	3.30	1.242	250

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
2. I know how to hide my cheating	13.43	4.254	.185	-.615[a]

6. I'm not concerned about the punishments for cheating (suspension, expulsion)	12.69	4.688	.210	-.563[a]
9. The test-writing surroundings make it easy for me to cheat (e.g., the seats are too close to each other)	13.30	4.219	.195	-.634[a]
11. I don't think my cheating will be detected	14.21	10.802	-.645	.568
19. I didn't cheat because I might get caught	13.48	4.837	.106	-.425[a]

a. The value is negative due to a negative average covariance among items. This violates reliability model assumptions. You may want to check item codings.

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
16.78	6.959	2.638	5

Scale: MORAL INHIBITION

Case Processing Summary

		N	%
Cases	Valid	250	99.2
	Excluded[a]	2	.8
	Total	252	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.308	7

Item Statistics

	Mean	Std. Deviation	N
3. I didn't study for the test	3.35	1.272	250
5. Everyone else does it	3.42	1.285	250
8. Being honest and moral is a high priority for me	3.72	1.159	250
13. Professors usually make the exams too difficult	2.87	1.217	250
15. It was spontaneous (i.e., did it without planning on it ahead of time)	2.58	1.221	250
17. I didn't cheat because I pride myself in being a good and trustworthy person	3.28	1.271	250
20. I am not the kind of person who cheats at school	3.62	1.166	250

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
3. I didn't study for the test	19.49	12.813	-.009	.363
5. Everyone else does it	19.42	12.348	.039	.334
8. Being honest and moral is a high priority for me	19.12	9.769	.447	.068
13. Professors usually make the exams too difficult	19.97	13.537	-.074	.395

15. It was spontaneous (i.e., did it without planning on it ahead of time)	20.26	15.344	-.260	.491
17. I didn't cheat because I pride myself in being a good and trustworthy person	19.56	8.721	.535	-.030[a]
20. I am not the kind of person who cheats at school	19.22	9.784	.440	.072

a. The value is negative due to a negative average covariance among items. This violates reliability model assumptions. You may want to check item codings.

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
22.84	14.352	3.788	7

Scale: SDE

Case Processing Summary

		N	%
Cases	Valid	250	99.2
	Excluded[a]	2	.8
	Total	252	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.519	8

Item Statistics

	Mean	Std. Deviation	N

1. I am not always honest	2.77	1.073	250
2. I know why I like things	3.87	.778	250
3. It is hard to shut off a disturbing thought	2.47	.982	250
4. I never regret decisions	2.56	1.108	250
5. I can’t make up my mind	2.81	1.152	250
6. I am completely rational	3.07	.952	250
7. I am confident in judgements	3.42	.950	250
8. I doubted ability as a lover	2.96	1.077	250

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
1. I am not always honest	21.16	12.705	.162	.515
2. I know why I like things	20.06	14.161	.056	.537
3. It is hard to shut off a disturbing thought	21.46	11.888	.331	.452
4. I never regret decisions	21.37	11.808	.271	.473
5. I can’t make up my mind	21.12	10.962	.368	.430
6. I am completely rational	20.86	12.531	.246	.484
7. I am confident in judgements	20.51	12.058	.323	.456
8. I doubted ability as a lover	20.96	12.702	.161	.516

Scale Statistics

Mean	Variance	Std. Deviation	N of Items

23.93	15.095	3.885	8

Scale: IM

Case Processing Summary

		N	%
Cases	Valid	250	99.2
	Excluded [a]	2	.8
	Total	252	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.504	8

Item Statistics

	Mean	Std. Deviation	N
9. I sometimes tell lies	2.50	.950	250
10. I never cover up mistakes	2.62	.963	250
11. I have taken advantage of someone	3.08	1.129	250
12. I sometimes try to get even	2.85	1.056	250
13. I said something bad about a friend	2.66	1.076	250
14. I avoid listening	2.36	.986	250

15. I never take things	3.13	1.116	250
16. I don't gossip	2.73	1.104	250

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
9. I sometimes tell lies	19.43	12.278	.386	.415
10. I never cover up mistakes	19.31	12.521	.338	.432
11. I have taken advantage of someone	18.85	12.925	.191	.486
12. I sometimes try to get even	19.08	12.331	.311	.439
13. I said something bad about a friend	19.28	12.570	.265	.456
14. I avoid listening	19.57	15.700	-.118	.584
15. I never take things	18.80	12.745	.221	.474
16. I don't gossip	19.20	12.243	.296	.443

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
21.93	15.750	3.969	8

Appendix N: Comparing the cheating admissions score in academic qualification using a one-way ANOVA

```
BOOTSTRAP
  /SAMPLING METHOD=SIMPLE
  /VARIABLES TARGET=Cheating_admissions
INPUT=Academic_qualification
  /CRITERIA CILEVEL=95 CITYPE=PERCENTILE
NSAMPLES=1000
  /MISSING USERMISSING=EXCLUDE.
```

Bootstrap

Bootstrap Specifications

Sampling Method	Simple
Number of Samples	1000
Confidence Interval Level	95.0%
Confidence Interval Type	Percentile

```
ONEWAY Cheating_admissions BY Academic_qualification
  /STATISTICS DESCRIPTIVES EFFECTS HOMOGENEITY WELCH
  /PLOT MEANS
  /MISSING ANALYSIS
  /POSTHOC=BONFERRONI T2 ALPHA(0.05).
```

Oneway

Descriptives

cheating admission

			Bootstrap[b]			
					95% Confidence Interval	
		Statistic	Bias	Std. Error	Lower	Upper
Associate Degree/Diploma/Foundation	N	31	0	5	21	40
	Mean	2.42	-.01	.21	1.97	2.82
	Std. Deviation	1.177	-.032	.119	.891	1.368
	Std. Error	.211				

		95% Confidence Interval for Mean	Lower Bound	1.99				
			Upper Bound	2.85				
		Minimum		1				
		Maximum		5				
Undergraduate		N		163	0	7	149	177
		Mean		2.07	.00	.10	1.88	2.26
		Std. Deviation		1.263	-.006	.057	1.130	1.359
		Std. Error		.099				
		95% Confidence Interval for Mean	Lower Bound	1.87				
			Upper Bound	2.26				
		Minimum		1				
		Maximum		5				
Postgraduate		N		56	0	7	43	69
		Mean		1.52	.00	.12	1.30	1.78
		Std. Deviation		.894	-.020	.148	.568	1.174
		Std. Error		.119				
		95% Confidence Interval for Mean	Lower Bound	1.28				
			Upper Bound	1.76				
		Minimum		1				
		Maximum		5				
Total		N		250	0	0	250	250
		Mean		1.99	.00	.08	1.84	2.14
		Std. Deviation		1.207	-.005	.049	1.102	1.291
		Std. Error		.076				
		95% Confidence Interval for Mean	Lower Bound	1.84				
			Upper Bound	2.14				
		Minimum		1				
		Maximum		5				
Model	Fixed Effects	Std. Deviation		1.180	-.009	.049	1.067	1.263

		Std. Error		.075			
		95% Confidence Interval for Mean	Lower Bound	1.84			
			Upper Bound	2.13			
	Random Effects	Std. Error		.262			
		95% Confidence Interval for Mean	Lower Bound	.86			
			Upper Bound	3.12			
		Between- Component Variance		.129			

b. Unless otherwise noted, bootstrap results are based on 1000 bootstrap samples

Test of Homogeneity of Variances

cheating admission

Levene Statistic	df1	df2	Sig.
6.601	2	247	.002

ANOVA

cheating admission

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	19.176	2	9.588	6.889	.001
Within Groups	343.788	247	1.392		
Total	362.964	249			

Robust Tests of Equality of Means

cheating admission

	Statistic[a]	df1	df2	Sig.
Welch	9.473	2	76.294	.000

a. Asymptotically F distributed.

Post Hoc Tests

Multiple Comparisons

Dependent Variable: cheating admission

	(I) academic qualification	(J) academic qualification	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval Lower Bound	95% Confidence Interval Upper Bound
Bonferroni	Associate Degree/Diploma/Foundation	Undergraduate	.352	.231	.388	-.21	.91
		Postgraduate	.901*	.264	.002	.26	1.54
	Undergraduate	Associate Degree/Diploma/Foundation	-.352	.231	.388	-.91	.21
		Postgraduate	.550*	.183	.009	.11	.99
	Postgraduate	Associate Degree/Diploma/Foundation	-.901*	.264	.002	-1.54	-.26
		Undergraduate	-.550*	.183	.009	-.99	-.11
Tamhane	Associate Degree/Diploma/Foundation	Undergraduate	.352	.233	.361	-.23	.93
		Postgraduate	.901*	.243	.002	.30	1.50
	Undergraduate	Associate Degree/Diploma/Foundation	-.352	.233	.361	-.93	.23
		Postgraduate	.550*	.155	.002	.17	.92
	Postgraduate	Associate Degree/Diploma/Foundation	-.901*	.243	.002	-1.50	-.30
		Undergraduate	-.550*	.155	.002	-.92	-.17

*. The mean difference is significant at the 0.05 level.

Bootstrap for Multiple Comparisons

Dependent Variable: cheating admission

	(I) academic qualification	(J) academic qualification	Mean Difference (I-J)	Bootstrap[a] Bias	Bootstrap[a] Std. Error	Bootstrap[a] 95% Confidence Interval Lower	Bootstrap[a] 95% Confidence Interval Upper
Bonferroni	Associate Degree/Diploma/Foundation	Undergraduate	.352	-.005	.237	-.105	.819
		Postgraduate	.901	-.011	.241	.418	1.342

	Undergraduate	Associate Degree/Diploma/Foundation	-.352	.005	.237	-.819	.105
		Postgraduate	.550	-.005	.158	.219	.840
	Postgraduate	Associate Degree/Diploma/Foundation	-.901	.011	.241	-1.342	-.418
		Undergraduate	-.550	.005	.158	-.840	-.219
Tamhane	Associate Degree/Diploma/Foundation	Undergraduate	.352	-.005	.237	-.105	.819
		Postgraduate	.901	-.011	.241	.418	1.342
	Undergraduate	Associate Degree/Diploma/Foundation	-.352	.005	.237	-.819	.105
		Postgraduate	.550	-.005	.158	.219	.840
	Postgraduate	Associate Degree/Diploma/Foundation	-.901	.011	.241	-1.342	-.418
		Undergraduate	-.550	.005	.158	-.840	-.219

a. Unless otherwise noted, bootstrap results are based on 1000 bootstrap samples

Appendix O: Comparing the cheating admissions score in year of study using a one-way ANOVA

```
BOOTSTRAP
  /SAMPLING METHOD=SIMPLE
  /VARIABLES TARGET=Cheating_admissions
INPUT=Year_of_study
  /CRITERIA CILEVEL=95 CITYPE=PERCENTILE
NSAMPLES=1000
  /MISSING USERMISSING=EXCLUDE.
```

Bootstrap

Bootstrap Specifications

Sampling Method	Simple
Number of Samples	1000
Confidence Interval Level	95.0%
Confidence Interval Type	Percentile

```
ONEWAY Cheating_admissions BY Year_of_study
  /STATISTICS DESCRIPTIVES EFFECTS HOMOGENEITY WELCH
  /PLOT MEANS
  /MISSING ANALYSIS
  /POSTHOC=BONFERRONI T2 ALPHA(0.05).
```

Oneway

Descriptives

cheating admission

				Bootstrap[b]			
						95% Confidence Interval	
			Statistic	Bias	Std. Error	Lower	Upper
First year	N		85	0	7	71	100
	Mean		2.06	.00	.14	1.77	2.36
	Std. Deviation		1.313	-.010	.084	1.122	1.465
	Std. Error		.142				
	95% Confidence	Lower Bound	1.78				

	Interval for Mean	Upper Bound	2.34				
	Minimum		1				
	Maximum		5				
Second year	N		54	0	7	41	67
	Mean		1.83	.00	.14	1.57	2.14
	Std. Deviation		1.095	-.014	.096	.879	1.250
	Std. Error		.149				
	95% Confidence Interval for Mean	Lower Bound	1.53				
		Upper Bound	2.13				
	Minimum		1				
	Maximum		4				
Third year	N		38	0	6	27	50
	Mean		2.00	.00	.18	1.67	2.36
	Std. Deviation		1.115	-.024	.127	.818	1.324
	Std. Error		.181				
	95% Confidence Interval for Mean	Lower Bound	1.63				
		Upper Bound	2.37				
	Minimum		1				
	Maximum		5				
Fourth year	N		8	0	3	3	14
	Mean		2.50	-.01	.47	1.60	3.50
	Std. Deviation		1.309	-.155[c]	.358[c]	.463[c]	1.789[c]
	Std. Error		.463				
	95% Confidence Interval for Mean	Lower Bound	1.41				
		Upper Bound	3.59				
	Minimum		1				
	Maximum		5				
Final year	N		65	0	7	52	79
	Mean		1.95	.00	.15	1.68	2.27
	Std. Deviation		1.205	-.011	.098	.994	1.373
	Std. Error		.149				

		95% Confidence Interval for Mean	Lower Bound	1.66				
			Upper Bound	2.25				
		Minimum		1				
		Maximum		5				
Total		N		250	0	0	250	250
		Mean		1.99	.00	.08	1.84	2.14
		Std. Deviation		1.207	-.003	.050	1.106	1.302
		Std. Error		.076				
		95% Confidence Interval for Mean	Lower Bound	1.84				
			Upper Bound	2.14				
		Minimum		1				
		Maximum		5				
Model	Fixed Effects	Std. Deviation		1.211	-.012	.049	1.098	1.294
		Std. Error		.077				
		95% Confidence Interval for Mean	Lower Bound	1.84				
			Upper Bound	2.14				
	Random Effects	Std. Error		.077[a]				
		95% Confidence Interval for Mean	Lower Bound	1.78[a]				
			Upper Bound	2.20[a]				
		Between- Component Variance		-.011				

a. Warning: Between-component variance is negative. It was replaced by 0.0 in computing this random effects measure.

b. Unless otherwise noted, bootstrap results are based on 1000 bootstrap samples

c. Based on 996 samples

Test of Homogeneity of Variances

cheating admission

Levene Statistic	df1	df2	Sig.
1.164	4	245	.327

ANOVA

cheating admission

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3.897	4	.974	.665	.617
Within Groups	359.067	245	1.466		
Total	362.964	249			

Robust Tests of Equality of Means

cheating admission

	Statistic[a]	df1	df2	Sig.
Welch	.617	4	44.735	.653

a. Asymptotically F distributed.

Appendix P: Comparing the cheating admissions score in student status using an independent-samples t test

```
BOOTSTRAP
  /SAMPLING METHOD=SIMPLE
  /VARIABLES TARGET=Cheating_admissions
INPUT=Student_status
  /CRITERIA CILEVEL=95 CITYPE=PERCENTILE
NSAMPLES=1000
  /MISSING USERMISSING=EXCLUDE.
```

Bootstrap

Bootstrap Specifications

Sampling Method	Simple
Number of Samples	1000
Confidence Interval Level	95.0%
Confidence Interval Type	Percentile

```
T-TEST GROUPS=Student_status(1 2)
  /MISSING=ANALYSIS
  /VARIABLES=Cheating_admissions
  /CRITERIA=CI(.95).
```

T-Test

Group Statistics

				Bootstrap[a]			
						95% Confidence Interval	
	student status		Statistic	Bias	Std. Error	Lower	Upper
cheating admission	Local	N	162				
		Mean	2.06	.00	.10	1.86	2.27
		Std. Deviation	1.282	-.004	.060	1.156	1.395
		Std. Error Mean	.101				
	International	N	88				
		Mean	1.86	-.01	.11	1.64	2.07

	Std. Deviation	1.052	-.012	.081	.882	1.192
	Std. Error Mean	.112				

a. Unless otherwise noted, bootstrap results are based on 1000 bootstrap samples

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
cheating admission	Equal variances assumed	4.499	.035	1.201	248	.231	.192	.160	-.123	.507
	Equal variances not assumed			1.273	210.003	.204	.192	.151	-.105	.489

Bootstrap for Independent Samples Test

		Bootstrap[a]				
					95% Confidence Interval	
		Mean Difference	Bias	Std. Error	Lower	Upper
cheating admission	Equal variances assumed	.192	.007	.151	-.090	.499
	Equal variances not assumed	.192	.007	.151	-.090	.499

a. Unless otherwise noted, bootstrap results are based on 1000 bootstrap samples

Appendix Q: Comparing the reasons for cheating score in academic qualification using a MANOVA

```
BOOTSTRAP
  /SAMPLING METHOD=SIMPLE
  /VARIABLES TARGET=UA FM
INPUT=Academic_qualification
  /CRITERIA CILEVEL=95 CITYPE=PERCENTILE
NSAMPLES=1000
  /MISSING USERMISSING=EXCLUDE.
```

Bootstrap

Bootstrap Specifications

Sampling Method	Simple
Number of Samples	1000
Confidence Interval Level	95.0%
Confidence Interval Type	Percentile

General Linear Model

Between-Subjects Factors

		Value Label	N
academic qualification	1	Associate Degree/Diploma/Foundation	31
	2	Undergraduate	163
	3	Postgraduate	56

Descriptive Statistics

	academic qualification	Mean	Std. Deviation	N
unmitigated achievement	Associate Degree/Diploma/Foundation	2.39	1.116	31
	Undergraduate	2.17	1.145	163
	Postgraduate	2.36	1.242	56
	Total	2.24	1.163	250

fear of punishment	Associate Degree/Diploma/Foundation	3.32	1.249	31
	Undergraduate	3.37	1.310	163
	Postgraduate	3.29	1.345	56
	Total	3.35	1.306	250

Box's Test of Equality of Covariance Matrices[a]

Box's M	1.341
F	.219
df1	6
df2	71040.241
Sig.	.971

Tests the null hypothesis that the observed covariance matrices of the dependent variables are equal across groups.

a. Design: Intercept + Academic_qualification

Multivariate Tests[a]

Effect		Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared
Intercept	Pillai's Trace	.921	1438.959[b]	2.000	246.000	.000	.921
	Wilks' Lambda	.079	1438.959[b]	2.000	246.000	.000	.921
	Hotelling's Trace	11.699	1438.959[b]	2.000	246.000	.000	.921
	Roy's Largest Root	11.699	1438.959[b]	2.000	246.000	.000	.921
Academic_qualification	Pillai's Trace	.007	.444	4.000	494.000	.777	.004

	Wilks' Lambda	.993	.443[b]	4.000	492.000	.777	.004
	Hotelling's Trace	.007	.442	4.000	490.000	.778	.004
	Roy's Largest Root	.007	.875[c]	2.000	247.000	.418	.007

a. Design: Intercept + Academic_qualification
b. Exact statistic
c. The statistic is an upper bound on F that yields a lower bound on the significance level.

Levene's Test of Equality of Error Variances[a]

	F	df1	df2	Sig.
unmitigated achievement	1.236	2	247	.292
fear of punishment	.517	2	247	.597

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.
a. Design: Intercept + Academic_qualification

Appendix R: Comparing the reasons for cheating score in year of study using a MANOVA

```
BOOTSTRAP
  /SAMPLING METHOD=SIMPLE
  /VARIABLES TARGET=UA FM INPUT=Year_of_study
  /CRITERIA CILEVEL=95 CITYPE=PERCENTILE
NSAMPLES=1000
  /MISSING USERMISSING=EXCLUDE.
```

Bootstrap

Bootstrap Specifications

Sampling Method	Simple
Number of Samples	1000
Confidence Interval Level	95.0%
Confidence Interval Type	Percentile

General Linear Model

Between-Subjects Factors

		Value Label	N
year of study	1	First year	85
	2	Second year	54
	3	Third year	38
	4	Fourth year	8
	5	Final year	65

Descriptive Statistics

	year of study	Mean	Std. Deviation	N
unmitigated achievement	First year	2.32	1.167	85
	Second year	2.28	1.220	54
	Third year	2.00	.986	38
	Fourth year	1.88	1.246	8
	Final year	2.28	1.206	65
	Total	2.24	1.163	250

fear of punishment	First year	3.28	1.297	85
	Second year	3.37	1.233	54
	Third year	3.50	1.247	38
	Fourth year	3.75	1.389	8
	Final year	3.28	1.420	65
	Total	3.35	1.306	250

Box's Test of Equality of Covariance Matrices[a]

Box's M	13.657
F	1.092
df1	12
df2	6433.783
Sig.	.361

Tests the null hypothesis that the observed covariance matrices of the dependent variables are equal across groups.

a. Design: Intercept + Year_of_study

Multivariate Tests[a]

Effect		Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared
Intercept	Pillai's Trace	.901	1112.905[b]	2.000	244.000	.000	.901
	Wilks' Lambda	.099	1112.905[b]	2.000	244.000	.000	.901
	Hotelling's Trace	9.122	1112.905[b]	2.000	244.000	.000	.901
	Roy's Largest Root	9.122	1112.905[b]	2.000	244.000	.000	.901
Year_of_study	Pillai's Trace	.014	.430	8.000	490.000	.903	.007
	Wilks' Lambda	.986	.429[b]	8.000	488.000	.903	.007

	Hotelling's Trace	.014	.429	8.000	486.000	.904	.007
	Roy's Largest Root	.013	.797[c]	4.000	245.000	.528	.013

a. Design: Intercept + Year_of_study
b. Exact statistic
c. The statistic is an upper bound on F that yields a lower bound on the significance level.

Levene's Test of Equality of Error Variances[a]

	F	df1	df2	Sig.
unmitigated achievement	2.061	4	245	.087
fear of punishment	.728	4	245	.573

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.
a. Design: Intercept + Year_of_study

Appendix S: Comparing the reasons for cheating score in student status using a MANOVA

```
BOOTSTRAP
  /SAMPLING METHOD=SIMPLE
  /VARIABLES TARGET=UA FM INPUT=Student_status
  /CRITERIA CILEVEL=95 CITYPE=PERCENTILE
NSAMPLES=1000
  /MISSING USERMISSING=EXCLUDE.
```

Bootstrap

Bootstrap Specifications

Sampling Method	Simple
Number of Samples	1000
Confidence Interval Level	95.0%
Confidence Interval Type	Percentile

General Linear Model

Between-Subjects Factors

		Value Label	N
student status	1	Local	162
	2	International	88

Descriptive Statistics

	student status	Mean	Std. Deviation	N
unmitigated achievement	Local	2.22	1.157	162
	International	2.27	1.182	88
	Total	2.24	1.163	250
fear of punishment	Local	3.31	1.262	162
	International	3.42	1.387	88
	Total	3.35	1.306	250

Box's Test of Equality of Covariance Matrices[a]

Box's M	2.447
F	.808
df1	3
df2	918896.026
Sig.	.489

Tests the null hypothesis that the observed covariance matrices of the dependent variables are equal across groups.

a. Design: Intercept + Student_status

Multivariate Tests[a]

Effect		Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared
Intercept	Pillai's Trace	.943	2046.165[b]	2.000	247.000	.000	.943
	Wilks' Lambda	.057	2046.165[b]	2.000	247.000	.000	.943
	Hotelling's Trace	16.568	2046.165[b]	2.000	247.000	.000	.943
	Roy's Largest Root	16.568	2046.165[b]	2.000	247.000	.000	.943
Student_status	Pillai's Trace	.004	.465[b]	2.000	247.000	.629	.004
	Wilks' Lambda	.996	.465[b]	2.000	247.000	.629	.004
	Hotelling's Trace	.004	.465[b]	2.000	247.000	.629	.004
	Roy's Largest Root	.004	.465[b]	2.000	247.000	.629	.004

a. Design: Intercept + Student_status

b. Exact statistic

Levene's Test of Equality of Error Variances[a]

	F	df1	df2	Sig.
unmitigated achievement	.130	1	248	.719
fear of punishment	2.622	1	248	.107

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + Student_status

Appendix T: Predicting the cheating admissions score using personality variables in a hierarchical regression

```
BOOTSTRAP
  /SAMPLING METHOD=SIMPLE
  /VARIABLES TARGET=Cheating_admissions INPUT=
Gender Age Academic_qualification Year_of_study
    Student_status Honesty_humility Emotionality
Extraversion Agreeableness Conscientiousness Openness
    Machiavellianism Narcissism Psychopathy SDE IM
  /CRITERIA CILEVEL=95 CITYPE=PERCENTILE
NSAMPLES=1000
  /MISSING USERMISSING=EXCLUDE.
```

Bootstrap

Bootstrap Specifications

Sampling Method	Simple
Number of Samples	1000
Confidence Interval Level	95.0%
Confidence Interval Type	Percentile

```
REGRESSION
  /DESCRIPTIVES MEAN STDDEV CORR SIG N
  /MISSING LISTWISE
  /STATISTICS COEFF OUTS R ANOVA COLLIN TOL CHANGE
  /CRITERIA=PIN(.05) POUT(.10)
  /NOORIGIN
  /DEPENDENT Cheating_admissions
  /METHOD=ENTER Gender Age Academic_qualification
Year_of_study Student_status
  /METHOD=ENTER Honesty_humility Emotionality
Extraversion Agreeableness Conscientiousness Openness
  /METHOD=ENTER Machiavellianism Narcissism
Psychopathy
  /METHOD=ENTER SDE IM
  /RESIDUALS DURBIN
  /CASEWISE PLOT(ZRESID) OUTLIERS(3).
```

Regression

Descriptive Statistics

			Bootstrap[a]			
					95% Confidence Interval	
		Statistic	Bias	Std. Error	Lower	Upper
cheating admission	Mean	1.99	.00	.08	1.84	2.14
	Std. Deviation	1.207	-.001	.050	1.105	1.302
	N	250	0	0	250	250
gender	Mean	1.54	.00	.03	1.48	1.60
	Std. Deviation	.499	-.001	.003	.490	.501
	N	250	0	0	250	250
age	Mean	21.88	-.01	.22	21.47	22.35
	Std. Deviation	3.433	-.036	.425	2.742	4.306
	N	250	0	0	250	250
academic qualification	Mean	2.10	.00	.04	2.02	2.17
	Std. Deviation	.583	-.002	.026	.526	.629
	N	250	0	0	250	250
year of study	Mean	2.66	.00	.10	2.46	2.85
	Std. Deviation	1.594	-.004	.041	1.506	1.668
	N	250	0	0	250	250
student status	Mean	1.35	.00	.03	1.29	1.41
	Std. Deviation	.479	-.001	.010	.456	.493
	N	250	0	0	250	250
honesty-humility	Mean	3.30	.00	.07	3.17	3.42
	Std. Deviation	1.035	-.001	.037	.955	1.105
	N	250	0	0	250	250
emotionality	Mean	2.84	.00	.07	2.71	2.98
	Std. Deviation	1.128	-.003	.034	1.058	1.189
	N	250	0	0	250	250
extraversion	Mean	3.47	.00	.06	3.35	3.58

	Std. Deviation	.932	-.002	.043	.841	1.011
	N	250	0	0	250	250
agreeableness	Mean	3.14	.00	.07	3.01	3.26
	Std. Deviation	1.044	-.003	.033	.978	1.107
	N	250	0	0	250	250
conscientiousness	Mean	3.36	.00	.07	3.22	3.48
	Std. Deviation	1.093	-.001	.040	1.012	1.168
	N	250	0	0	250	250
openness to experience	Mean	3.39	.00	.07	3.25	3.53
	Std. Deviation	1.097	-.004	.041	1.011	1.172
	N	250	0	0	250	250
machiavellianism	Mean	2.83	.00	.08	2.67	2.98
	Std. Deviation	1.267	-.002	.040	1.188	1.344
	N	250	0	0	250	250
narcissism	Mean	3.13	.00	.06	3.00	3.25
	Std. Deviation	.977	-.003	.039	.900	1.052
	N	250	0	0	250	250
psychopathy	Mean	2.52	.00	.06	2.40	2.64
	Std. Deviation	1.007	-.002	.043	.915	1.082
	N	250	0	0	250	250
SDE	Mean	2.77	.00	.07	2.64	2.91
	Std. Deviation	1.073	-.003	.040	.994	1.147
	N	250	0	0	250	250
IM	Mean	2.50	.00	.06	2.38	2.63
	Std. Deviation	.950	-.003	.044	.861	1.027
	N	250	0	0	250	250

a. Unless otherwise noted, bootstrap results are based on 1000 bootstrap samples

Correlations

earson Correlation	cheating admission	cheating admission	1.00
		gender	-.20
		age	-.04
		academic qualification	-.22
		year of study	-.00
		student status	-.07
		honesty-humility	-.14
		emotionality	-.06
		extraversion	-.05
		agreeableness	-.14
		conscientiousness	-.18
		openness to experience	-.05
		machiavellianism	.11
		narcissism	.09
		psychopathy	.35
		SDE	-.14
		IM	-.11
	gender	cheating admission	-.20
		gender	1.00
		age	-.07
		academic qualification	.10
		year of study	-.07
		student status	-.00
		honesty-humility	.13
		emotionality	.32
		extraversion	.00
		agreeableness	-.11
		conscientiousness	.11
		openness to experience	.18
		machiavellianism	-.11
		narcissism	-.02
		psychopathy	-.14
		SDE	-.06
		IM	.04
	age	cheating admission	-.04
		gender	-.07
		age	1.00
		academic qualification	.23
		year of study	.37
		student status	.24
		honesty-humility	-.03
		emotionality	-.04

	extraversion	-.05
	agreeableness	.01
	conscientiousness	.10
	openness to experience	-.09
	machiavellianism	.06
	narcissism	.05
	psychopathy	-.00
	SDE	.08
	IM	.11
academic qualification	cheating admission	-.22
	gender	.10
	age	.23
	academic qualification	1.00
	year of study	-.00
	student status	.24
	honesty-humility	-.03
	emotionality	-.04
	extraversion	.03
	agreeableness	.03
	conscientiousness	.15
	openness to experience	-.01
	machiavellianism	.14
	narcissism	-.02
	psychopathy	-.12
	SDE	-.11
	IM	-.03
year of study	cheating admission	-.00
	gender	-.07
	age	.37
	academic qualification	-.00
	year of study	1.00
	student status	.24
	honesty-humility	.01
	emotionality	-.00
	extraversion	.05
	agreeableness	.04
	conscientiousness	.10
	openness to experience	-.15

	machiavellianism	-.01
	narcissism	.01
	psychopathy	.15
	SDE	.03
	IM	.12
student status	cheating admission	-.07
	gender	-.00
	age	.24
	academic qualification	.24
	year of study	.24
	student status	1.00
	honesty-humility	.08
	emotionality	.17
	extraversion	.06
	agreeableness	-.04
	conscientiousness	.00
	openness to experience	-.06
	machiavellianism	.08
	narcissism	.05
	psychopathy	.14
	SDE	.07
	IM	.03
honesty-humility	cheating admission	-.14
	gender	.13
	age	-.03
	academic qualification	-.03
	year of study	.01
	student status	.08
	honesty-humility	1.00
	emotionality	.04
	extraversion	.09
	agreeableness	.10
	conscientiousness	.08
	openness to experience	-.09
	machiavellianism	-.04
	narcissism	-.03
	psychopathy	-.09
	SDE	-.00
	IM	.03

emotionality	cheating admission	-.06
	gender	.32
	age	-.04
	academic qualification	-.04
	year of study	-.00
	student status	.17
	honesty-humility	.04
	emotionality	1.00
	extraversion	-.01
	agreeableness	.00
	conscientiousness	.09
	openness to experience	.03
	machiavellianism	.09
	narcissism	-.12
	psychopathy	.04
	SDE	.04
	IM	.01
extraversion	cheating admission	-.05
	gender	.00
	age	-.05
	academic qualification	.03
	year of study	.05
	student status	.06
	honesty-humility	.09
	emotionality	-.01
	extraversion	1.00
	agreeableness	.19
	conscientiousness	.25
	openness to experience	-.09
	machiavellianism	.07
	narcissism	.27
	psychopathy	.04
	SDE	.02
	IM	.00
agreeableness	cheating admission	-.14
	gender	-.11
	age	.01
	academic qualification	.03
	year of study	.04

	student status	-.04
	honesty-humility	.10
	emotionality	.00
	extraversion	.19
	agreeableness	1.00
	conscientiousness	.11
	openness to experience	-.13
	machiavellianism	.09
	narcissism	.08
	psychopathy	-.10
	SDE	.08
	IM	.02
conscientiousness	cheating admission	-.18
	gender	.11
	age	.10
	academic qualification	.15
	year of study	.10
	student status	.00
	honesty-humility	.08
	emotionality	.09
	extraversion	.25
	agreeableness	.11
	conscientiousness	1.00
	openness to experience	-.10
	machiavellianism	.00
	narcissism	.10
	psychopathy	.01
	SDE	.07
	IM	-.00
openness to experience	cheating admission	-.05
	gender	.18
	age	-.09
	academic qualification	-.01
	year of study	-.15
	student status	-.06
	honesty-humility	-.09
	emotionality	.03
	extraversion	-.09
	agreeableness	-.13

	conscientiousness	-.10
	openness to experience	1.00
	machiavellianism	-.05
	narcissism	.02
	psychopathy	-.10
	SDE	-.03
	IM	-.00
machiavellianism	cheating admission	.11
	gender	-.11
	age	.06
	academic qualification	.14
	year of study	-.01
	student status	.08
	honesty-humility	-.04
	emotionality	.09
	extraversion	.07
	agreeableness	.09
	conscientiousness	.00
	openness to experience	-.05
	machiavellianism	1.00
	narcissism	.02
	psychopathy	.03
	SDE	-.10
	IM	-.02
narcissism	cheating admission	.09
	gender	-.02
	age	.05
	academic qualification	-.02
	year of study	.01
	student status	.05
	honesty-humility	-.03
	emotionality	-.12
	extraversion	.27
	agreeableness	.08
	conscientiousness	.10
	openness to experience	.02
	machiavellianism	.02
	narcissism	1.00

	psychopathy	.10
	SDE	.04
	IM	-.06
psychopathy	cheating admission	.35
	gender	-.14
	age	-.00
	academic qualification	-.12
	year of study	.15
	student status	.14
	honesty-humility	-.09
	emotionality	.04
	extraversion	.04
	agreeableness	-.10
	conscientiousness	.01
	openness to experience	-.10
	machiavellianism	.03
	narcissism	.10
	psychopathy	1.00
	SDE	-.03
	IM	.02
SDE	cheating admission	-.14
	gender	-.06
	age	.08
	academic qualification	-.11
	year of study	.03
	student status	.07
	honesty-humility	-.00
	emotionality	.04
	extraversion	.02
	agreeableness	.08
	conscientiousness	.07
	openness to experience	-.03
	machiavellianism	-.10
	narcissism	.04
	psychopathy	-.03
	SDE	1.00
	IM	.45
IM	cheating admission	-.11
	gender	.04

		age	.11
		academic qualification	-.03
		year of study	.12
		student status	.03
		honesty-humility	.03
		emotionality	.01
		extraversion	.00
		agreeableness	.02
		conscientiousness	-.00
		openness to experience	-.00
		machiavellianism	-.02
		narcissism	-.06
		psychopathy	.02
		SDE	.45
		IM	1.00
ig. (1-tailed)	cheating admission	cheating admission	
		gender	.00
		age	.23
		academic qualification	.00
		year of study	.44
		student status	.11
		honesty-humility	.01
		emotionality	.17
		extraversion	.20
		agreeableness	.01
		conscientiousness	.00
		openness to experience	.18
		machiavellianism	.03
		narcissism	.07
		psychopathy	.00
		SDE	.01
		IM	.04
	gender	cheating admission	.00
		gender	
		age	.11
		academic qualification	.05
		year of study	.12
		student status	.44
		honesty-humility	.01

	emotionality	.00
	extraversion	.45
	agreeableness	.04
	conscientiousness	.03
	openness to experience	.00
	machiavellianism	.03
	narcissism	.33
	psychopathy	.00
	SDE	.15
	IM	.23
age	cheating admission	.23
	gender	.11
	age	
	academic qualification	.00
	year of study	.00
	student status	.00
	honesty-humility	.27
	emotionality	.23
	extraversion	.21
	agreeableness	.40
	conscientiousness	.05
	openness to experience	.07
	machiavellianism	.15
	narcissism	.21
	psychopathy	.44
	SDE	.10
	IM	.03
academic qualification	cheating admission	.00
	gender	.05
	age	.00
	academic qualification	
	year of study	.46
	student status	.00
	honesty-humility	.28
	emotionality	.21
	extraversion	.30
	agreeableness	.28
	conscientiousness	.00
	openness to	.42

	experience	
	machiavellianism	.01
	narcissism	.36
	psychopathy	.02
	SDE	.04
	IM	.30
year of study	cheating admission	.44
	gender	.12
	age	.00
	academic qualification	.46
	year of study	
	student status	.00
	honesty-humility	.39
	emotionality	.48
	extraversion	.19
	agreeableness	.22
	conscientiousness	.04
	openness to experience	.00
	machiavellianism	.38
	narcissism	.38
	psychopathy	.00
	SDE	.27
	IM	.02
student status	cheating admission	.11
	gender	.44
	age	.00
	academic qualification	.00
	year of study	.00
	student status	
	honesty-humility	.08
	emotionality	.00
	extraversion	.16
	agreeableness	.22
	conscientiousness	.46
	openness to experience	.15
	machiavellianism	.10
	narcissism	.18
	psychopathy	.01
	SDE	.12

	IM	.28
honesty-humility	cheating admission	.01
	gender	.01
	age	.27
	academic qualification	.28
	year of study	.39
	student status	.08
	honesty-humility	
	emotionality	.22
	extraversion	.07
	agreeableness	.04
	conscientiousness	.08
	openness to experience	.07
	machiavellianism	.24
	narcissism	.27
	psychopathy	.05
	SDE	.44
	IM	.27
emotionality	cheating admission	.17
	gender	.00
	age	.23
	academic qualification	.21
	year of study	.48
	student status	.00
	honesty-humility	.22
	emotionality	
	extraversion	.41
	agreeableness	.45
	conscientiousness	.06
	openness to experience	.28
	machiavellianism	.07
	narcissism	.02
	psychopathy	.25
	SDE	.24
	IM	.41
extraversion	cheating admission	.20
	gender	.45
	age	.21
	academic qualification	.30

	year of study	.19
	student status	.16
	honesty-humility	.07
	emotionality	.41
	extraversion	
	agreeableness	.00
	conscientiousness	.00
	openness to experience	.07
	machiavellianism	.10
	narcissism	.00
	psychopathy	.23
	SDE	.32
	IM	.48
agreeableness	cheating admission	.01
	gender	.04
	age	.40
	academic qualification	.28
	year of study	.22
	student status	.22
	honesty-humility	.04
	emotionality	.45
	extraversion	.00
	agreeableness	
	conscientiousness	.03
	openness to experience	.01
	machiavellianism	.07
	narcissism	.08
	psychopathy	.05
	SDE	.09
	IM	.32
conscientiousness	cheating admission	.00
	gender	.03
	age	.05
	academic qualification	.00
	year of study	.04
	student status	.46
	honesty-humility	.08
	emotionality	.06
	extraversion	.00

	agreeableness	.03
	conscientiousness	
	openness to experience	.05
	machiavellianism	.49
	narcissism	.05
	psychopathy	.38
	SDE	.12
	IM	.46
openness to experience	cheating admission	.18
	gender	.00
	age	.07
	academic qualification	.42
	year of study	.00
	student status	.15
	honesty-humility	.07
	emotionality	.28
	extraversion	.07
	agreeableness	.01
	conscientiousness	.05
	openness to experience	
	machiavellianism	.19
	narcissism	.35
	psychopathy	.05
	SDE	.27
	IM	.47
machiavellianism	cheating admission	.03
	gender	.03
	age	.15
	academic qualification	.01
	year of study	.38
	student status	.10
	honesty-humility	.24
	emotionality	.07
	extraversion	.10
	agreeableness	.07
	conscientiousness	.49
	openness to experience	.19
	machiavellianism	

	narcissism	.37
	psychopathy	.29
	SDE	.05
	IM	.36
narcissism	cheating admission	.07
	gender	.33
	age	.21
	academic qualification	.36
	year of study	.38
	student status	.18
	honesty-humility	.27
	emotionality	.02
	extraversion	.00
	agreeableness	.08
	conscientiousness	.05
	openness to experience	.35
	machiavellianism	.37
	narcissism	
	psychopathy	.05
	SDE	.24
	IM	.13
psychopathy	cheating admission	.00
	gender	.00
	age	.44
	academic qualification	.02
	year of study	.00
	student status	.01
	honesty-humility	.05
	emotionality	.25
	extraversion	.23
	agreeableness	.05
	conscientiousness	.38
	openness to experience	.05
	machiavellianism	.29
	narcissism	.05
	psychopathy	
	SDE	.31
	IM	.35
SDE	cheating admission	.01

		gender	.15
		age	.10
		academic qualification	.04
		year of study	.27
		student status	.12
		honesty-humility	.44
		emotionality	.24
		extraversion	.32
		agreeableness	.09
		conscientiousness	.12
		openness to experience	.27
		machiavellianism	.05
		narcissism	.24
		psychopathy	.31
		SDE	
		IM	.00
	IM	cheating admission	.04
		gender	.23
		age	.03
		academic qualification	.30
		year of study	.02
		student status	.28
		honesty-humility	.27
		emotionality	.41
		extraversion	.48
		agreeableness	.32
		conscientiousness	.46
		openness to experience	.47
		machiavellianism	.36
		narcissism	.13
		psychopathy	.35
		SDE	.00
		IM	
	cheating admission	cheating admission	25
		gender	25
		age	25
		academic qualification	25
		year of study	25
		student status	25

	honesty-humility	25
	emotionality	25
	extraversion	25
	agreeableness	25
	conscientiousness	25
	openness to experience	25
	machiavellianism	25
	narcissism	25
	psychopathy	25
	SDE	25
	IM	25
gender	cheating admission	25
	gender	25
	age	25
	academic qualification	25
	year of study	25
	student status	25
	honesty-humility	25
	emotionality	25
	extraversion	25
	agreeableness	25
	conscientiousness	25
	openness to experience	25
	machiavellianism	25
	narcissism	25
	psychopathy	25
	SDE	25
	IM	25
age	cheating admission	25
	gender	25
	age	25
	academic qualification	25
	year of study	25
	student status	25
	honesty-humility	25
	emotionality	25
	extraversion	25
	agreeableness	25
	conscientiousness	25

	openness to experience	25
	machiavellianism	25
	narcissism	25
	psychopathy	25
	SDE	25
	IM	25
academic qualification	cheating admission	25
	gender	25
	age	25
	academic qualification	25
	year of study	25
	student status	25
	honesty-humility	25
	emotionality	25
	extraversion	25
	agreeableness	25
	conscientiousness	25
	openness to experience	25
	machiavellianism	25
	narcissism	25
	psychopathy	25
	SDE	25
	IM	25
year of study	cheating admission	25
	gender	25
	age	25
	academic qualification	25
	year of study	25
	student status	25
	honesty-humility	25
	emotionality	25
	extraversion	25
	agreeableness	25
	conscientiousness	25
	openness to experience	25
	machiavellianism	25
	narcissism	25
	psychopathy	25

	SDE	25
	IM	25
student status	cheating admission	25
	gender	25
	age	25
	academic qualification	25
	year of study	25
	student status	25
	honesty-humility	25
	emotionality	25
	extraversion	25
	agreeableness	25
	conscientiousness	25
	openness to experience	25
	machiavellianism	25
	narcissism	25
	psychopathy	25
	SDE	25
	IM	25
honesty-humility	cheating admission	25
	gender	25
	age	25
	academic qualification	25
	year of study	25
	student status	25
	honesty-humility	25
	emotionality	25
	extraversion	25
	agreeableness	25
	conscientiousness	25
	openness to experience	25
	machiavellianism	25
	narcissism	25
	psychopathy	25
	SDE	25
	IM	25
emotionality	cheating admission	25
	gender	25
	age	25

	academic qualification	25
	year of study	25
	student status	25
	honesty-humility	25
	emotionality	25
	extraversion	25
	agreeableness	25
	conscientiousness	25
	openness to experience	25
	machiavellianism	25
	narcissism	25
	psychopathy	25
	SDE	25
	IM	25
extraversion	cheating admission	25
	gender	25
	age	25
	academic qualification	25
	year of study	25
	student status	25
	honesty-humility	25
	emotionality	25
	extraversion	25
	agreeableness	25
	conscientiousness	25
	openness to experience	25
	machiavellianism	25
	narcissism	25
	psychopathy	25
	SDE	25
	IM	25
agreeableness	cheating admission	25
	gender	25
	age	25
	academic qualification	25
	year of study	25
	student status	25
	honesty-humility	25
	emotionality	25

	extraversion	25
	agreeableness	25
	conscientiousness	25
	openness to experience	25
	machiavellianism	25
	narcissism	25
	psychopathy	25
	SDE	25
	IM	25
conscientiousness	cheating admission	25
	gender	25
	age	25
	academic qualification	25
	year of study	25
	student status	25
	honesty-humility	25
	emotionality	25
	extraversion	25
	agreeableness	25
	conscientiousness	25
	openness to experience	25
	machiavellianism	25
	narcissism	25
	psychopathy	25
	SDE	25
	IM	25
openness to experience	cheating admission	25
	gender	25
	age	25
	academic qualification	25
	year of study	25
	student status	25
	honesty-humility	25
	emotionality	25
	extraversion	25
	agreeableness	25
	conscientiousness	25
	openness to experience	25

	machiavellianism	25
	narcissism	25
	psychopathy	25
	SDE	25
	IM	25
machiavellianism	cheating admission	25
	gender	25
	age	25
	academic qualification	25
	year of study	25
	student status	25
	honesty-humility	25
	emotionality	25
	extraversion	25
	agreeableness	25
	conscientiousness	25
	openness to experience	25
	machiavellianism	25
	narcissism	25
	psychopathy	25
	SDE	25
	IM	25
narcissism	cheating admission	25
	gender	25
	age	25
	academic qualification	25
	year of study	25
	student status	25
	honesty-humility	25
	emotionality	25
	extraversion	25
	agreeableness	25
	conscientiousness	25
	openness to experience	25
	machiavellianism	25
	narcissism	25
	psychopathy	25
	SDE	25
	IM	25

	psychopathy	cheating admission	25
		gender	25
		age	25
		academic qualification	25
		year of study	25
		student status	25
		honesty-humility	25
		emotionality	25
		extraversion	25
		agreeableness	25
		conscientiousness	25
		openness to experience	25
		machiavellianism	25
		narcissism	25
		psychopathy	25
		SDE	25
		IM	25
	SDE	cheating admission	25
		gender	25
		age	25
		academic qualification	25
		year of study	25
		student status	25
		honesty-humility	25
		emotionality	25
		extraversion	25
		agreeableness	25
		conscientiousness	25
		openness to experience	25
		machiavellianism	25
		narcissism	25
		psychopathy	25
		SDE	25
		IM	25
	IM	cheating admission	25
		gender	25
		age	25
		academic qualification	25
		year of study	25

			student status	25
			honesty-humility	25
			emotionality	25
			extraversion	25
			agreeableness	25
			conscientiousness	25
			openness to experience	25
			machiavellianism	25
			narcissism	25
			psychopathy	25
			SDE	25
			IM	25
ootstrap for Pearson orrelation[a]	Bias	cheating admission	cheating admission	.00
			gender	.00
			age	-.00
			academic qualification	-.00
			year of study	-.00
			student status	.00
			honesty-humility	-.00
			emotionality	.00
			extraversion	-.00
			agreeableness	.00
			conscientiousness	-.00
			openness to experience	-.00
			machiavellianism	-.00
			narcissism	-.00
			psychopathy	-.00
			SDE	.00
			IM	.00
		gender	cheating admission	.00
			gender	.00
			age	.00
			academic qualification	-.00
			year of study	.00
			student status	.00
			honesty-humility	-.00
			emotionality	-.00
			extraversion	.00
			agreeableness	.00

	conscientiousness	-.00
	openness to experience	.00
	machiavellianism	.00
	narcissism	.00
	psychopathy	.00
	SDE	-.00
	IM	-.00
age	cheating admission	-.00
	gender	.00
	age	.00
	academic qualification	.00
	year of study	.01
	student status	.00
	honesty-humility	.00
	emotionality	.00
	extraversion	.00
	agreeableness	.00
	conscientiousness	.00
	openness to experience	-.00
	machiavellianism	.00
	narcissism	-.00
	psychopathy	-.00
	SDE	.00
	IM	.00
academic qualification	cheating admission	-.00
	gender	-.00
	age	.00
	academic qualification	.00
	year of study	.00
	student status	.00
	honesty-humility	.00
	emotionality	.00
	extraversion	.00
	agreeableness	.00
	conscientiousness	-.00
	openness to experience	.00
	machiavellianism	.00
	narcissism	-.00

	psychopathy	-.00
	SDE	-.00
	IM	.00
year of study	cheating admission	-.00
	gender	.00
	age	.01
	academic qualification	.00
	year of study	.00
	student status	.00
	honesty-humility	-.00
	emotionality	-.00
	extraversion	-.00
	agreeableness	-.00
	conscientiousness	.00
	openness to experience	.00
	machiavellianism	.00
	narcissism	.00
	psychopathy	-.00
	SDE	-.00
	IM	-.00
student status	cheating admission	.00
	gender	.00
	age	.00
	academic qualification	.00
	year of study	.00
	student status	.00
	honesty-humility	-.00
	emotionality	-.00
	extraversion	-.00
	agreeableness	-.00
	conscientiousness	-.00
	openness to experience	.00
	machiavellianism	.00
	narcissism	-.00
	psychopathy	-.00
	SDE	.00
	IM	-.00
honesty-humility	cheating admission	-.00
	gender	-.00

	age	.00
	academic qualification	.00
	year of study	-.00
	student status	-.00
	honesty-humility	.00
	emotionality	-.00
	extraversion	.00
	agreeableness	.00
	conscientiousness	.00
	openness to experience	.00
	machiavellianism	.00
	narcissism	-.00
	psychopathy	.00
	SDE	-.00
	IM	-.00
emotionality	cheating admission	.00
	gender	-.00
	age	.00
	academic qualification	.00
	year of study	-.00
	student status	-.00
	honesty-humility	-.00
	emotionality	.00
	extraversion	.00
	agreeableness	.00
	conscientiousness	-.00
	openness to experience	.00
	machiavellianism	.00
	narcissism	.00
	psychopathy	.00
	SDE	.00
	IM	-.00
extraversion	cheating admission	-.00
	gender	.00
	age	.00
	academic qualification	.00
	year of study	-.00
	student status	-.00
	honesty-humility	.00

	emotionality	.00
	extraversion	.00
	agreeableness	-.00
	conscientiousness	-.00
	openness to experience	.00
	machiavellianism	-.00
	narcissism	-.00
	psychopathy	-.00
	SDE	-.00
	IM	.00
agreeableness	cheating admission	.00
	gender	.00
	age	.00
	academic qualification	.00
	year of study	-.00
	student status	-.00
	honesty-humility	.00
	emotionality	.00
	extraversion	-.00
	agreeableness	.00
	conscientiousness	-.00
	openness to experience	.00
	machiavellianism	.00
	narcissism	-.00
	psychopathy	.00
	SDE	-.00
	IM	.00
conscientiousness	cheating admission	-.00
	gender	-.00
	age	.00
	academic qualification	-.00
	year of study	.00
	student status	-.00
	honesty-humility	.00
	emotionality	-.00
	extraversion	-.00
	agreeableness	-.00
	conscientiousness	.00
	openness to	.00

	experience	
	machiavellianism	.00
	narcissism	-.00
	psychopathy	-.00
	SDE	.00
	IM	.00
openness to experience	cheating admission	-.00
	gender	.00
	age	-.00
	academic qualification	.00
	year of study	.00
	student status	.00
	honesty-humility	.00
	emotionality	.00
	extraversion	.00
	agreeableness	.00
	conscientiousness	.00
	openness to experience	.00
	machiavellianism	.00
	narcissism	.00
	psychopathy	-.00
	SDE	-.00
	IM	.00
machiavellianism	cheating admission	-.00
	gender	.00
	age	.00
	academic qualification	.00
	year of study	.00
	student status	.00
	honesty-humility	.00
	emotionality	.00
	extraversion	-.00
	agreeableness	.00
	conscientiousness	.00
	openness to experience	.00
	machiavellianism	.00
	narcissism	-.00
	psychopathy	-.00
	SDE	.00

	IM	.00
narcissism	cheating admission	-.00
	gender	.00
	age	-.00
	academic qualification	-.00
	year of study	.00
	student status	-.00
	honesty-humility	-.00
	emotionality	.00
	extraversion	-.00
	agreeableness	-.00
	conscientiousness	-.00
	openness to experience	.00
	machiavellianism	-.00
	narcissism	.00
	psychopathy	-.00
	SDE	-.00
	IM	.00
psychopathy	cheating admission	-.00
	gender	.00
	age	-.00
	academic qualification	-.00
	year of study	-.00
	student status	-.00
	honesty-humility	.00
	emotionality	.00
	extraversion	-.00
	agreeableness	.00
	conscientiousness	-.00
	openness to experience	-.00
	machiavellianism	-.00
	narcissism	-.00
	psychopathy	.00
	SDE	.00
	IM	.00
SDE	cheating admission	.00
	gender	-.00
	age	.00
	academic qualification	-.00

			year of study	-.00
			student status	.00
			honesty-humility	-.00
			emotionality	.00
			extraversion	-.00
			agreeableness	-.00
			conscientiousness	.00
			openness to experience	-.00
			machiavellianism	.00
			narcissism	-.00
			psychopathy	.00
			SDE	.00
			IM	-.00
		IM	cheating admission	.00
			gender	-.00
			age	.00
			academic qualification	.00
			year of study	-.00
			student status	-.00
			honesty-humility	-.00
			emotionality	-.00
			extraversion	.00
			agreeableness	.00
			conscientiousness	.00
			openness to experience	.00
			machiavellianism	.00
			narcissism	.00
			psychopathy	.00
			SDE	-.00
			IM	.00
	Std. Error	cheating admission	cheating admission	.00
			gender	.06
			age	.07
			academic qualification	.05
			year of study	.06
			student status	.05
			honesty-humility	.06
			emotionality	.07
			extraversion	.06

	agreeableness	.06
	conscientiousness	.06
	openness to experience	.06
	machiavellianism	.06
	narcissism	.06
	psychopathy	.06
	SDE	.06
	IM	.06
gender	cheating admission	.06
	gender	.00
	age	.06
	academic qualification	.06
	year of study	.06
	student status	.06
	honesty-humility	.06
	emotionality	.06
	extraversion	.06
	agreeableness	.06
	conscientiousness	.06
	openness to experience	.06
	machiavellianism	.06
	narcissism	.06
	psychopathy	.06
	SDE	.06
	IM	.06
age	cheating admission	.07
	gender	.06
	age	.00
	academic qualification	.07
	year of study	.09
	student status	.07
	honesty-humility	.06
	emotionality	.06
	extraversion	.07
	agreeableness	.06
	conscientiousness	.07
	openness to experience	.06
	machiavellianism	.05

	narcissism	.05
	psychopathy	.05
	SDE	.06
	IM	.06
academic qualification	cheating admission	.05
	gender	.06
	age	.07
	academic qualification	.00
	year of study	.07
	student status	.06
	honesty-humility	.06
	emotionality	.06
	extraversion	.05
	agreeableness	.05
	conscientiousness	.05
	openness to experience	.07
	machiavellianism	.06
	narcissism	.05
	psychopathy	.06
	SDE	.05
	IM	.05
year of study	cheating admission	.06
	gender	.06
	age	.09
	academic qualification	.07
	year of study	.00
	student status	.06
	honesty-humility	.06
	emotionality	.06
	extraversion	.06
	agreeableness	.05
	conscientiousness	.06
	openness to experience	.06
	machiavellianism	.06
	narcissism	.06
	psychopathy	.05
	SDE	.06
	IM	.06
student status	cheating admission	.05

	gender	.06
	age	.07
	academic qualification	.06
	year of study	.06
	student status	.00
	honesty-humility	.06
	emotionality	.06
	extraversion	.06
	agreeableness	.06
	conscientiousness	.06
	openness to experience	.05
	machiavellianism	.06
	narcissism	.05
	psychopathy	.06
	SDE	.06
	IM	.06
honesty-humility	cheating admission	.06
	gender	.06
	age	.06
	academic qualification	.06
	year of study	.06
	student status	.06
	honesty-humility	.00
	emotionality	.06
	extraversion	.06
	agreeableness	.06
	conscientiousness	.06
	openness to experience	.06
	machiavellianism	.06
	narcissism	.06
	psychopathy	.06
	SDE	.06
	IM	.06
emotionality	cheating admission	.07
	gender	.06
	age	.06
	academic qualification	.06
	year of study	.06
	student status	.06

	honesty-humility	.06
	emotionality	.00
	extraversion	.06
	agreeableness	.06
	conscientiousness	.06
	openness to experience	.06
	machiavellianism	.06
	narcissism	.06
	psychopathy	.07
	SDE	.06
	IM	.06
extraversion	cheating admission	.06
	gender	.06
	age	.07
	academic qualification	.05
	year of study	.06
	student status	.06
	honesty-humility	.06
	emotionality	.06
	extraversion	.00
	agreeableness	.06
	conscientiousness	.06
	openness to experience	.06
	machiavellianism	.07
	narcissism	.06
	psychopathy	.07
	SDE	.06
	IM	.06
agreeableness	cheating admission	.06
	gender	.06
	age	.06
	academic qualification	.05
	year of study	.05
	student status	.06
	honesty-humility	.06
	emotionality	.06
	extraversion	.06
	agreeableness	.00
	conscientiousness	.06

	openness to experience	.06
	machiavellianism	.06
	narcissism	.06
	psychopathy	.06
	SDE	.06
	IM	.06
conscientiousness	cheating admission	.06
	gender	.06
	age	.07
	academic qualification	.05
	year of study	.06
	student status	.06
	honesty-humility	.06
	emotionality	.06
	extraversion	.06
	agreeableness	.06
	conscientiousness	.00
	openness to experience	.06
	machiavellianism	.06
	narcissism	.06
	psychopathy	.06
	SDE	.06
	IM	.06
openness to experience	cheating admission	.06
	gender	.06
	age	.06
	academic qualification	.07
	year of study	.06
	student status	.05
	honesty-humility	.06
	emotionality	.06
	extraversion	.06
	agreeableness	.06
	conscientiousness	.06
	openness to experience	.00
	machiavellianism	.06
	narcissism	.06
	psychopathy	.06

	SDE	.06
	IM	.06
machiavellianism	cheating admission	.06
	gender	.06
	age	.05
	academic qualification	.06
	year of study	.06
	student status	.06
	honesty-humility	.06
	emotionality	.06
	extraversion	.07
	agreeableness	.06
	conscientiousness	.06
	openness to experience	.06
	machiavellianism	.00
	narcissism	.07
	psychopathy	.07
	SDE	.06
	IM	.07
narcissism	cheating admission	.06
	gender	.06
	age	.05
	academic qualification	.05
	year of study	.06
	student status	.05
	honesty-humility	.06
	emotionality	.06
	extraversion	.06
	agreeableness	.06
	conscientiousness	.06
	openness to experience	.06
	machiavellianism	.07
	narcissism	.00
	psychopathy	.06
	SDE	.07
	IM	.06
psychopathy	cheating admission	.06
	gender	.06
	age	.05

	academic qualification	.06
	year of study	.05
	student status	.06
	honesty-humility	.06
	emotionality	.07
	extraversion	.07
	agreeableness	.06
	conscientiousness	.06
	openness to experience	.06
	machiavellianism	.07
	narcissism	.06
	psychopathy	.00
	SDE	.06
	IM	.07
SDE	cheating admission	.06
	gender	.06
	age	.06
	academic qualification	.05
	year of study	.06
	student status	.06
	honesty-humility	.06
	emotionality	.06
	extraversion	.06
	agreeableness	.06
	conscientiousness	.06
	openness to experience	.06
	machiavellianism	.06
	narcissism	.07
	psychopathy	.06
	SDE	.00
	IM	.06
IM	cheating admission	.06
	gender	.06
	age	.06
	academic qualification	.05
	year of study	.06
	student status	.06
	honesty-humility	.06
	emotionality	.06

			extraversion	.06
			agreeableness	.06
			conscientiousness	.06
			openness to experience	.06
			machiavellianism	.07
			narcissism	.06
			psychopathy	.07
			SDE	.06
			IM	.00
95% Confidence Interval	Lower	cheating admission	cheating admission	1.00
			gender	-.33
			age	-.19
			academic qualification	-.32
			year of study	-.13
			student status	-.18
			honesty-humility	-.28
			emotionality	-.19
			extraversion	-.19
			agreeableness	-.26
			conscientiousness	-.31
			openness to experience	-.18
			machiavellianism	-.00
			narcissism	-.04
			psychopathy	.23
			SDE	-.25
			IM	-.22
		gender	cheating admission	-.33
			gender	1.00
			age	-.19
			academic qualification	-.03
			year of study	-.19
			student status	-.13
			honesty-humility	.01
			emotionality	.19
			extraversion	-.11
			agreeableness	-.22
			conscientiousness	-.01
			openness to experience	.06

	machiavellianism	-.24
	narcissism	-.15
	psychopathy	-.26
	SDE	-.19
	IM	-.08
age	cheating admission	-.19
	gender	-.19
	age	1.00
	academic qualification	.09
	year of study	.21
	student status	.11
	honesty-humility	-.16
	emotionality	-.17
	extraversion	-.18
	agreeableness	-.10
	conscientiousness	-.03
	openness to experience	-.24
	machiavellianism	-.03
	narcissism	-.05
	psychopathy	-.11
	SDE	-.02
	IM	-.00
academic qualification	cheating admission	-.32
	gender	-.03
	age	.09
	academic qualification	1.00
	year of study	-.14
	student status	.12
	honesty-humility	-.15
	emotionality	-.17
	extraversion	-.07
	agreeableness	-.06
	conscientiousness	.04
	openness to experience	-.15
	machiavellianism	.01
	narcissism	-.13
	psychopathy	-.24
	SDE	-.21
	IM	-.15

year of study	cheating admission	-.13
	gender	-.19
	age	.21
	academic qualification	-.14
	year of study	1.00
	student status	.12
	honesty-humility	-.11
	emotionality	-.13
	extraversion	-.07
	agreeableness	-.06
	conscientiousness	-.02
	openness to experience	-.28
	machiavellianism	-.13
	narcissism	-.10
	psychopathy	.03
	SDE	-.09
	IM	-.00
student status	cheating admission	-.18
	gender	-.13
	age	.11
	academic qualification	.12
	year of study	.12
	student status	1.00
	honesty-humility	-.03
	emotionality	.05
	extraversion	-.06
	agreeableness	-.16
	conscientiousness	-.11
	openness to experience	-.18
	machiavellianism	-.03
	narcissism	-.05
	psychopathy	.02
	SDE	-.04
	IM	-.09
honesty-humility	cheating admission	-.28
	gender	.01
	age	-.16
	academic qualification	-.15
	year of study	-.11

	student status	-.03
	honesty-humility	1.00
	emotionality	-.08
	extraversion	-.03
	agreeableness	-.02
	conscientiousness	-.04
	openness to experience	-.20
	machiavellianism	-.17
	narcissism	-.16
	psychopathy	-.23
	SDE	-.13
	IM	-.08
emotionality	cheating admission	-.19
	gender	.19
	age	-.17
	academic qualification	-.17
	year of study	-.13
	student status	.05
	honesty-humility	-.08
	emotionality	1.00
	extraversion	-.15
	agreeableness	-.11
	conscientiousness	-.04
	openness to experience	-.08
	machiavellianism	-.04
	narcissism	-.23
	psychopathy	-.08
	SDE	-.09
	IM	-.11
extraversion	cheating admission	-.19
	gender	-.11
	age	-.18
	academic qualification	-.07
	year of study	-.07
	student status	-.06
	honesty-humility	-.03
	emotionality	-.15
	extraversion	1.00
	agreeableness	.06

	conscientiousness	.12
	openness to experience	-.20
	machiavellianism	-.07
	narcissism	.14
	psychopathy	-.09
	SDE	-.10
	IM	-.11
agreeableness	cheating admission	-.26
	gender	-.22
	age	-.10
	academic qualification	-.06
	year of study	-.06
	student status	-.16
	honesty-humility	-.02
	emotionality	-.11
	extraversion	.06
	agreeableness	1.00
	conscientiousness	-.01
	openness to experience	-.24
	machiavellianism	-.02
	narcissism	-.04
	psychopathy	-.23
	SDE	-.05
	IM	-.09
conscientiousness	cheating admission	-.31
	gender	-.01
	age	-.03
	academic qualification	.04
	year of study	-.02
	student status	-.11
	honesty-humility	-.04
	emotionality	-.04
	extraversion	.12
	agreeableness	-.01
	conscientiousness	1.00
	openness to experience	-.22
	machiavellianism	-.12
	narcissism	-.03

	psychopathy	-.12
	SDE	-.05
	IM	-.14
openness to experience	cheating admission	-.18
	gender	.06
	age	-.24
	academic qualification	-.15
	year of study	-.28
	student status	-.18
	honesty-humility	-.20
	emotionality	-.08
	extraversion	-.20
	agreeableness	-.24
	conscientiousness	-.22
	openness to experience	1.00
	machiavellianism	-.19
	narcissism	-.10
	psychopathy	-.23
	SDE	-.17
	IM	-.13
machiavellianism	cheating admission	-.00
	gender	-.24
	age	-.03
	academic qualification	.01
	year of study	-.13
	student status	-.03
	honesty-humility	-.17
	emotionality	-.04
	extraversion	-.07
	agreeableness	-.02
	conscientiousness	-.12
	openness to experience	-.19
	machiavellianism	1.00
	narcissism	-.12
	psychopathy	-.11
	SDE	-.23
	IM	-.16
narcissism	cheating admission	-.04
	gender	-.15

	age	-.05
	academic qualification	-.13
	year of study	-.10
	student status	-.05
	honesty-humility	-.16
	emotionality	-.23
	extraversion	.14
	agreeableness	-.04
	conscientiousness	-.03
	openness to experience	-.10
	machiavellianism	-.12
	narcissism	1.00
	psychopathy	-.02
	SDE	-.09
	IM	-.20
psychopathy	cheating admission	.23
	gender	-.26
	age	-.11
	academic qualification	-.24
	year of study	.03
	student status	.02
	honesty-humility	-.23
	emotionality	-.08
	extraversion	-.09
	agreeableness	-.23
	conscientiousness	-.12
	openness to experience	-.23
	machiavellianism	-.11
	narcissism	-.02
	psychopathy	1.00
	SDE	-.15
	IM	-.11
SDE	cheating admission	-.25
	gender	-.19
	age	-.02
	academic qualification	-.21
	year of study	-.09
	student status	-.04
	honesty-humility	-.13

		emotionality	-.09
		extraversion	-.10
		agreeableness	-.05
		conscientiousness	-.05
		openness to experience	-.17
		machiavellianism	-.23
		narcissism	-.09
		psychopathy	-.15
		SDE	1.00
		IM	.33
	IM	cheating admission	-.22
		gender	-.08
		age	-.00
		academic qualification	-.15
		year of study	-.00
		student status	-.09
		honesty-humility	-.08
		emotionality	-.11
		extraversion	-.11
		agreeableness	-.09
		conscientiousness	-.14
		openness to experience	-.13
		machiavellianism	-.16
		narcissism	-.20
		psychopathy	-.11
		SDE	.33
		IM	1.00
Upper	cheating admission	cheating admission	1.00
		gender	-.07
		age	.09
		academic qualification	-.12
		year of study	.11
		student status	.03
		honesty-humility	-.00
		emotionality	.08
		extraversion	.07
		agreeableness	-.01
		conscientiousness	-.06
		openness to	.06

	experience	
	machiavellianism	.24
	narcissism	.21
	psychopathy	.48
	SDE	-.02
	IM	.02
gender	cheating admission	-.07
	gender	1.00
	age	.04
	academic qualification	.22
	year of study	.05
	student status	.10
	honesty-humility	.25
	emotionality	.43
	extraversion	.14
	agreeableness	.00
	conscientiousness	.23
	openness to experience	.31
	machiavellianism	.01
	narcissism	.10
	psychopathy	-.03
	SDE	.05
	IM	.16
age	cheating admission	.09
	gender	.04
	age	1.00
	academic qualification	.39
	year of study	.55
	student status	.40
	honesty-humility	.10
	emotionality	.09
	extraversion	.10
	agreeableness	.15
	conscientiousness	.26
	openness to experience	.02
	machiavellianism	.17
	narcissism	.14
	psychopathy	.09
	SDE	.20

	IM	.25
academic qualification	cheating admission	-.12
	gender	.22
	age	.39
	academic qualification	1.00
	year of study	.15
	student status	.37
	honesty-humility	.08
	emotionality	.07
	extraversion	.14
	agreeableness	.14
	conscientiousness	.27
	openness to experience	.12
	machiavellianism	.27
	narcissism	.09
	psychopathy	.00
	SDE	.01
	IM	.08
year of study	cheating admission	.11
	gender	.05
	age	.55
	academic qualification	.15
	year of study	1.00
	student status	.37
	honesty-humility	.13
	emotionality	.11
	extraversion	.18
	agreeableness	.16
	conscientiousness	.22
	openness to experience	-.01
	machiavellianism	.10
	narcissism	.14
	psychopathy	.26
	SDE	.16
	IM	.24
student status	cheating admission	.03
	gender	.10
	age	.40
	academic qualification	.37

	year of study	.37
	student status	1.00
	honesty-humility	.20
	emotionality	.29
	extraversion	.18
	agreeableness	.06
	conscientiousness	.12
	openness to experience	.05
	machiavellianism	.18
	narcissism	.16
	psychopathy	.26
	SDE	.19
	IM	.16
honesty-humility	cheating admission	-.00
	gender	.25
	age	.10
	academic qualification	.08
	year of study	.13
	student status	.20
	honesty-humility	1.00
	emotionality	.16
	extraversion	.22
	agreeableness	.23
	conscientiousness	.22
	openness to experience	.06
	machiavellianism	.08
	narcissism	.09
	psychopathy	.02
	SDE	.11
	IM	.16
emotionality	cheating admission	.08
	gender	.43
	age	.09
	academic qualification	.07
	year of study	.11
	student status	.29
	honesty-humility	.16
	emotionality	1.00
	extraversion	.11

	agreeableness	.13
	conscientiousness	.22
	openness to experience	.16
	machiavellianism	.21
	narcissism	.00
	psychopathy	.18
	SDE	.16
	IM	.14
extraversion	cheating admission	.07
	gender	.14
	age	.10
	academic qualification	.14
	year of study	.18
	student status	.18
	honesty-humility	.22
	emotionality	.11
	extraversion	1.00
	agreeableness	.31
	conscientiousness	.36
	openness to experience	.04
	machiavellianism	.21
	narcissism	.40
	psychopathy	.19
	SDE	.15
	IM	.11
agreeableness	cheating admission	-.01
	gender	.00
	age	.15
	academic qualification	.14
	year of study	.16
	student status	.06
	honesty-humility	.23
	emotionality	.13
	extraversion	.31
	agreeableness	1.00
	conscientiousness	.24
	openness to experience	-.00
	machiavellianism	.22

	narcissism	.21
	psychopathy	.02
	SDE	.19
	IM	.15
conscientiousness	cheating admission	-.06
	gender	.23
	age	.26
	academic qualification	.27
	year of study	.22
	student status	.12
	honesty-humility	.22
	emotionality	.22
	extraversion	.36
	agreeableness	.24
	conscientiousness	1.00
	openness to experience	.02
	machiavellianism	.14
	narcissism	.22
	psychopathy	.14
	SDE	.19
	IM	.13
openness to experience	cheating admission	.06
	gender	.31
	age	.02
	academic qualification	.12
	year of study	-.01
	student status	.05
	honesty-humility	.06
	emotionality	.16
	extraversion	.04
	agreeableness	-.00
	conscientiousness	.02
	openness to experience	1.00
	machiavellianism	.08
	narcissism	.15
	psychopathy	.02
	SDE	.08
	IM	.12
machiavellianism	cheating admission	.24

	gender	.01
	age	.17
	academic qualification	.27
	year of study	.10
	student status	.18
	honesty-humility	.08
	emotionality	.21
	extraversion	.21
	agreeableness	.22
	conscientiousness	.14
	openness to experience	.08
	machiavellianism	1.00
	narcissism	.16
	psychopathy	.17
	SDE	.03
	IM	.11
narcissism	cheating admission	.21
	gender	.10
	age	.14
	academic qualification	.09
	year of study	.14
	student status	.16
	honesty-humility	.09
	emotionality	.00
	extraversion	.40
	agreeableness	.21
	conscientiousness	.22
	openness to experience	.15
	machiavellianism	.16
	narcissism	1.00
	psychopathy	.21
	SDE	.17
	IM	.06
psychopathy	cheating admission	.48
	gender	-.03
	age	.09
	academic qualification	.00
	year of study	.26
	student status	.26

	honesty-humility	.02
	emotionality	.18
	extraversion	.19
	agreeableness	.02
	conscientiousness	.14
	openness to experience	.02
	machiavellianism	.17
	narcissism	.21
	psychopathy	1.00
	SDE	.10
	IM	.17
SDE	cheating admission	-.02
	gender	.05
	age	.20
	academic qualification	.01
	year of study	.16
	student status	.19
	honesty-humility	.11
	emotionality	.16
	extraversion	.15
	agreeableness	.19
	conscientiousness	.19
	openness to experience	.08
	machiavellianism	.03
	narcissism	.17
	psychopathy	.10
	SDE	1.00
	IM	.57
IM	cheating admission	.02
	gender	.16
	age	.25
	academic qualification	.08
	year of study	.24
	student status	.16
	honesty-humility	.16
	emotionality	.14
	extraversion	.11
	agreeableness	.15
	conscientiousness	.13

	openness to experience	.12
	machiavellianism	.11
	narcissism	.06
	psychopathy	.17
	SDE	.57
	IM	1.00

. Unless otherwise noted, bootstrap results are based on 1000 bootstrap samples

Variables Entered/Removed[a]

Model	Variables Entered	Variables Removed	Method
1	student status, gender, age, academic qualification, year of study[b]	.	Enter
2	extraversion, honesty-humility, openness to experience, agreeableness , conscientiousness, emotionality[b]	.	Enter
3	machiavellianism, narcissism, psychopathy[b]	.	Enter
4	IM, SDE[b]	.	Enter

a. Dependent Variable: cheating admission

b. All requested variables entered.

Model Summary[e]

Mo	R	R	Adjuste	Std.	Change Statistics	Durbin-

del		Square	d R Square	Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change	Watson
1	.295[a]	.087	.069	1.165	.087	4.663	5	244	.000	
2	.373[b]	.139	.100	1.146	.052	2.401	6	238	.028	
3	.504[c]	.254	.209	1.074	.114	12.002	3	235	.000	
4	.522[d]	.273	.223	1.064	.019	3.069	2	233	.048	2.133

a. Predictors: (Constant), student status, gender, age, academic qualification, year of study

b. Predictors: (Constant), student status, gender, age, academic qualification, year of study, extraversion, honesty-humility, openness to experience, agreeableness , conscientiousness, emotionality

c. Predictors: (Constant), student status, gender, age, academic qualification, year of study, extraversion, honesty-humility, openness to experience, agreeableness , conscientiousness, emotionality, machiavellianism, narcissism, psychopathy

d. Predictors: (Constant), student status, gender, age, academic qualification, year of study, extraversion, honesty-humility, openness to experience, agreeableness , conscientiousness, emotionality, machiavellianism, narcissism, psychopathy, IM, SDE

e. Dependent Variable: cheating admission

Bootstrap for Model Summary

Model	Durbin-Watson	Bootstrap[a] Bias	Std. Error	95% Confidence Interval Lower	Upper
4	2.133	-.709[b]	.130[b]	1.170[b]	1.686[b]

a. Unless otherwise noted, bootstrap results are based on 1000 bootstrap samples

b. Based on 789 samples

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	31.659	5	6.332	4.663	.000[b]
	Residual	331.305	244	1.358		
	Total	362.964	249			

2	Regression	50.571	11	4.597	3.503	.000[c]
	Residual	312.393	238	1.313		
	Total	362.964	249			
3	Regression	92.074	14	6.577	5.705	.000[d]
	Residual	270.890	235	1.153		
	Total	362.964	249			
4	Regression	99.026	16	6.189	5.464	.000[e]
	Residual	263.938	233	1.133		
	Total	362.964	249			

a. Dependent Variable: cheating admission

b. Predictors: (Constant), student status, gender, age, academic qualification, year of study

c. Predictors: (Constant), student status, gender, age, academic qualification, year of study, extraversion, honesty-humility, openness to experience, agreeableness , conscientiousness, emotionality

d. Predictors: (Constant), student status, gender, age, academic qualification, year of study, extraversion, honesty-humility, openness to experience, agreeableness , conscientiousness, emotionality, machiavellianism, narcissism, psychopathy

e. Predictors: (Constant), student status, gender, age, academic qualification, year of study, extraversion, honesty-humility, openness to experience, agreeableness , conscientiousness, emotionality, machiavellianism, narcissism, psychopathy, IM, SDE

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
		B	Std. Error	Beta	t	Sig.	Tolerance	VIF
1	(Constant)	3.696	.566		6.530	.000		
	gender	-.459	.150	-.190	-3.067	.002	.977	1.024
	age	-.001	.024	-.002	-.025	.980	.790	1.266
	academic qualification	-.417	.135	-.201	-3.075	.002	.876	1.142
	year of study	-.013	.051	-.017	-.254	.800	.817	1.224
	student status	-.059	.166	-.023	-.353	.724	.865	1.157

2	(Constant)	5.056	.749		6.746	.000		
	gender	-.409	.163	-.169	-2.514	.013	.798	1.253
	age	.000	.024	-.001	-.017	.987	.776	1.288
	academic qualification	-.372	.137	-.179	-2.717	.007	.829	1.206
	year of study	-.002	.051	-.002	-.033	.974	.796	1.256
	student status	-.094	.171	-.037	-.553	.581	.790	1.266
	honesty-humility	-.122	.073	-.105	-1.683	.094	.933	1.072
	emotionality	.013	.071	.012	.185	.853	.830	1.204
	extraversion	.026	.083	.020	.312	.755	.886	1.128
	agreeableness	-.165	.073	-.143	-2.270	.024	.910	1.098
	conscientiousness	-.137	.072	-.124	-1.911	.057	.863	1.158
	openness to experience	-.077	.069	-.070	-1.115	.266	.915	1.093
3	(Constant)	3.225	.767		4.204	.000		
	gender	-.260	.156	-.108	-1.674	.095	.767	1.304
	age	.005	.023	.013	.204	.839	.767	1.304
	academic qualification	-.310	.131	-.150	-2.364	.019	.793	1.262
	year of study	-.023	.048	-.031	-.479	.632	.781	1.281
	student status	-.241	.162	-.095	-1.485	.139	.769	1.300
	honesty-humility	-.071	.069	-.060	-1.026	.306	.916	1.091
	emotionality	-.014	.068	-.013	-.202	.840	.792	1.263
	extraversion	-.035	.080	-.027	-.431	.667	.827	1.210
	agreeableness	-.136	.069	-.118	-1.966	.050	.888	1.126
	conscientiousness	-.154	.067	-.139	-2.284	.023	.856	1.168
	openness to experience	-.053	.065	-.048	-.807	.420	.905	1.105
	machiavellianism	.123	.056	.129	2.196	.029	.924	1.082
	narcissism	.104	.074	.085	1.406	.161	.877	1.140
	psychopathy	.374	.072	.312	5.171	.000	.875	1.143

4	(Constant)	3.660	.781		4.689	.000		
	gender	-.272	.156	-.112	-1.747	.082	.753	1.327
	age	.010	.023	.029	.454	.650	.758	1.320
	academic qualification	-.354	.131	-.171	-2.692	.008	.776	1.289
	year of study	-.023	.048	-.031	-.483	.629	.772	1.296
	student status	-.208	.162	-.082	-1.283	.201	.759	1.317
	honesty-humility	-.075	.068	-.064	-1.092	.276	.913	1.096
	emotionality	-.008	.067	-.008	-.123	.902	.788	1.270
	extraversion	-.032	.080	-.025	-.404	.686	.826	1.211
	agreeableness	-.123	.069	-.107	-1.796	.074	.883	1.132
	conscientiousness	-.144	.067	-.131	-2.150	.033	.846	1.183
	openness to experience	-.054	.065	-.049	-.831	.407	.904	1.106
	machiavellianism	.110	.056	.115	1.967	.050	.910	1.099
	narcissism	.102	.074	.083	1.382	.168	.866	1.155
	psychopathy	.366	.072	.305	5.083	.000	.866	1.155
	SDE	-.126	.074	-.112	-1.710	.089	.725	1.379
	IM	-.064	.082	-.050	-.776	.439	.749	1.335

a. Dependent Variable: cheating admission

Bootstrap for Coefficients

Model			Bootstrap[a]				
						95% Confidence Interval	
		B	Bias	Std. Error	Sig. (2-tailed)	Lower	Upper
1	(Constant)	3.696	.116[b]	.608[b]	.001[b]	2.696[b]	5.099[b]
	gender	-.459	.000[b]	.158[b]	.006[b]	-.760[b]	-.151[b]
	age	-.001	-.007[b]	.031[b]	.986[b]	-.080[b]	.040[b]
	academic qualification	-.417	.002[b]	.125[b]	.001[b]	-.664[b]	-.170[b]
	year of study	-.013	.003[b]	.054[b]	.809[b]	-.118[b]	.094[b]
	student status	-.059	.015[b]	.163[b]	.702[b]	-.360[b]	.267[b]
2	(Constant)	5.056	.078[c]	.805[c]	.001[c]	3.515[c]	6.781[c]

	gender	-.409	.006[c]	.169[c]	.015[c]	-.738[c]	-.075[c]
	age	.000	-.005[c]	.027[c]	.986[c]	-.075[c]	.039[c]
	academic qualification	-.372	.000[c]	.124[c]	.003[c]	-.642[c]	-.125[c]
	year of study	-.002	.001[c]	.053[c]	.976[c]	-.102[c]	.104[c]
	student status	-.094	.014[c]	.166[c]	.567[c]	-.405[c]	.252[c]
	honesty-humility	-.122	-.001[c]	.079[c]	.127[c]	-.291[c]	.030[c]
	emotionality	.013	.001[c]	.080[c]	.861[c]	-.143[c]	.171[c]
	extraversion	.026	-.002[c]	.093[c]	.791[c]	-.162[c]	.205[c]
	agreeableness	-.165	.003[c]	.073[c]	.028[c]	-.303[c]	-.015[c]
	conscientiousness	-.137	-.002[c]	.071[c]	.065[c]	-.287[c]	-.008[c]
	openness to experience	-.077	.000[c]	.073[c]	.301[c]	-.225[c]	.065[c]
3	(Constant)	3.225	.047[c]	.869[c]	.001[c]	1.561[c]	5.048[c]
	gender	-.260	.007[c]	.164[c]	.119[c]	-.577[c]	.061[c]
	age	.005	-.002[c]	.024[c]	.811[c]	-.060[c]	.044[c]
	academic qualification	-.310	-.003[c]	.116[c]	.014[c]	-.544[c]	-.071[c]
	year of study	-.023	-.002[c]	.051[c]	.633[c]	-.128[c]	.075[c]
	student status	-.241	.018[c]	.164[c]	.137[c]	-.552[c]	.096[c]
	honesty-humility	-.071	-.004[c]	.078[c]	.358[c]	-.232[c]	.079[c]
	emotionality	-.014	.001[c]	.073[c]	.857[c]	-.154[c]	.138[c]
	extraversion	-.035	.004[c]	.088[c]	.709[c]	-.215[c]	.133[c]
	agreeableness	-.136	.003[c]	.071[c]	.061[c]	-.275[c]	.011[c]
	conscientiousness	-.154	-.004[c]	.071[c]	.034[c]	-.305[c]	-.021[c]
	openness to experience	-.053	.000[c]	.074[c]	.504[c]	-.193[c]	.085[c]
	machiavellianism	.123	-.002[c]	.057[c]	.028[c]	.012[c]	.238[c]
	narcissism	.104	-.008[c]	.075[c]	.175[c]	-.052[c]	.246[c]
	psychopathy	.374	.003[c]	.084[c]	.001[c]	.209[c]	.549[c]
4	(Constant)	3.660	.018[c]	.877[c]	.001[c]	1.949[c]	5.411[c]
	gender	-.272	.008[c]	.166[c]	.101[c]	-.609[c]	.048[c]
	age	.010	-.001[c]	.023[c]	.586[c]	-.048[c]	.049[c]
	academic qualification	-.354	-.004[c]	.113[c]	.003[c]	-.592[c]	-.134[c]
	year of study	-.023	-.003[c]	.051[c]	.637[c]	-.125[c]	.078[c]
	student status	-.208	.015[c]	.163[c]	.196[c]	-.515[c]	.128[c]
	honesty-humility	-.075	-.004[c]	.077[c]	.333[c]	-.236[c]	.073[c]
	emotionality	-.008	.000[c]	.073[c]	.903[c]	-.151[c]	.140[c]
	extraversion	-.032	.005[c]	.086[c]	.711[c]	-.199[c]	.140[c]
	agreeableness	-.123	.004[c]	.070[c]	.077[c]	-.259[c]	.018[c]

	conscientiousness	-.144	-.004[c]	.072[c]	.054[c]	-.294[c]	-.008[c]
	openness to experience	-.054	-.001[c]	.072[c]	.477[c]	-.196[c]	.089[c]
	machiavellianism	.110	-.001[c]	.058[c]	.061[c]	.000[c]	.227[c]
	narcissism	.102	-.009[c]	.073[c]	.167[c]	-.051[c]	.240[c]
	psychopathy	.366	.005[c]	.084[c]	.001[c]	.210[c]	.546[c]
	SDE	-.126	.002[c]	.079[c]	.106[c]	-.283[c]	.037[c]
	IM	-.064	.000[c]	.092[c]	.489[c]	-.238[c]	.122[c]

a. Unless otherwise noted, bootstrap results are based on 1000 bootstrap samples
b. Based on 790 samples
c. Based on 789 samples

Excluded Variables[a]

Model		Beta In	t	Sig.	Partial Correlation	Collinearity Statistics		
						Tolerance	VIF	Minimum Tolerance
1	honesty-humility	-.125[b]	-2.027	.044	-.129	.967	1.034	.789
	emotionality	-.006[b]	-.095	.924	-.006	.845	1.183	.789
	extraversion	-.043[b]	-.692	.489	-.044	.986	1.014	.784
	agreeableness	-.159[b]	-2.608	.010	-.165	.978	1.023	.790
	conscientiousness	-.137[b]	-2.191	.029	-.139	.946	1.057	.788
	openness to experience	-.030[b]	-.482	.630	-.031	.946	1.057	.790
	machiavellianism	.131[b]	2.115	.035	.134	.959	1.043	.790
	narcissism	.082[b]	1.346	.180	.086	.993	1.007	.788
	psychopathy	.339[b]	5.643	.000	.340	.919	1.088	.786
	SDE	-.186[b]	-3.043	.003	-.192	.966	1.035	.784
	IM	-.108[b]	-1.747	.082	-.111	.973	1.028	.784
2	machiavellianism	.139[c]	2.246	.026	.144	.925	1.081	.775
	narcissism	.116[c]	1.825	.069	.118	.885	1.130	.773
	psychopathy	.324[c]	5.343	.000	.328	.883	1.132	.772

	SDE	-.168[c]	-2.763	.006	-.177	.949	1.054	.771
	IM	-.103[c]	-1.690	.092	-.109	.970	1.031	.770
3	SDE	-.136[d]	-2.355	.019	-.152	.932	1.073	.761
	IM	-.102[d]	-1.785	.076	-.116	.962	1.039	.759

a. Dependent Variable: cheating admission

b. Predictors in the Model: (Constant), student status, gender, age, academic qualification, year of study

c. Predictors in the Model: (Constant), student status, gender, age, academic qualification, year of study, extraversion, honesty-humility, openness to experience, agreeableness , conscientiousness, emotionality

d. Predictors in the Model: (Constant), student status, gender, age, academic qualification, year of study, extraversion, honesty-humility, openness to experience, agreeableness , conscientiousness, emotionality, machiavellianism, narcissism, psychopathy