

**THE INFLUENCE OF GREEDY, OPPORTUNITY, NEED AND
EXPOSURE ON STUDENTS' ACADEMIC CHEATING
PERFORMANCE**
(Survey on Students of the Faculty of Teacher Training and Education
Class of 2020, Universitas Siliwangi)

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Abstract

This study seeks to examine how students' academic cheating behavior is influenced by factors such as greed, opportunity, need, and exposure. The research employs a quantitative survey approach with an explanatory research design. The study population comprises 1,289 active students from the Faculty of Teacher Training and Education at Siliwangi University, who are members of the class of 2020. A Proportional Random Sampling technique was used, resulting in a sample size of 305 respondents. Data was collected through questionnaires, and data analysis included multiple linear regression analysis, as well as partial and simultaneous hypothesis testing. The findings indicate that while greed does not significantly impact students' academic cheating behavior ($p = 0.105$), opportunity has a significant effect ($p = 0.000$), need also plays a significant role ($p = 0.031$), and exposure does not have a significant influence ($p = 0.252$). Additionally, when considering all these factors together, greed, opportunity, need, and exposure collectively have a significant impact on students' academic cheating behavior ($p = 0.000$).

Keywords: Academic Cheating, Exposure, Greed, Opportunity, Necessity

1. INTRODUCTION

Education is one of the elements of the human development index that supports the improvement of human resources. Education is not only aimed at enhancing cognitive and skills, but it also serves as a builder of good character. According to Law No. 20 of 2003 on the National Education System, "National education aims to develop the abilities and shape the dignified character and civilization in order to enhance the intellectual life of the nation, with the aim of developing the potential of learners to become students who are faithful and devoted to the One and Only God, noble in character, healthy, knowledgeable, skilled, creative, independent, and responsible citizens."

Good education is a process to shape individuals in terms of cognitive, affective, and skills. Education should be able to produce quality individuals equipped with knowledge and good morals in line with the true purpose of education. As a student, one should instill values of honesty that can be implemented when entering the workforce. In the educational process, it is closely related to the values that students can achieve. Most students are more focused on achieving satisfactory grades because they believe that one's success is measured by high grades. Consequently, students tend to neglect the importance of good learning processes. They prioritize efforts to obtain satisfactory grades, often resorting to academic cheating behavior, which involves deliberate acts or actions carried out using illegitimate means with the intention of achieving academic

success. This aligns with the statement by Gehring and Pavela (Buana & Soetjningsih, 2019) that academic cheating behavior is a deliberate act to claim someone else's work without permission, using unauthorized materials, and providing false information in academic tasks. Examples of academic cheating behavior commonly committed by students include cheating, copying and pasting, plagiarism, and discussing during exams.

The issue of academic cheating behavior is a behavior that needs to be watched out for because students tend to resort to dishonesty due to their orientation towards the results they obtain. According to Amiruddin et al. (2022), one of the factors influencing students to engage in academic cheating behavior is their inability to manage and utilize their free time for coursework. Furthermore, Astrina et al. (2022) identifies factors such as self-ability and learning goal orientation, peer pressure, and personality as contributors to academic cheating behavior. Based on this, it can be assumed that academic cheating behavior can be influenced by greed, opportunity, need, and exposure.

Human nature inherently possesses greed, driven by the desire to acquire something beyond what others have. Simanjutak in Munirah & Nurkhin (2018) relates greed to an individual's morality, suggesting that greed can be a motivating factor for dishonesty. Greed tends to blind individuals to the consequences of their actions in pursuit of their desires. Albrecht states that opportunity is a combination of situations and conditions that make dishonesty possible and undetectable. Opportunity is related to the conditions within an institution or similar entity that open the door for individuals to engage in dishonest actions. With weak self-control and limited academic supervision, this can lead to dishonesty.

According to Bologna in Munirah & Nurkhin (2018), need is related to the factors that individuals require to support their lives reasonably. Needs encompass everything humans require to sustain life and attain well-being and comfort. In this context, the need for satisfactory grades in academics can potentially lead students to engage in academic cheating behavior. Exposure pertains to the actions and consequences that dishonest actors may face if proven guilty (Neva et al., 2021). In the context of academic cheating behavior, exposure is related to the perception that the sanctions applied are too lenient. When dishonest actions are not followed up with strict sanctions, they are more likely to recur.

The aim of this research is to identify the factors influencing academic cheating behavior among students. By understanding these factors, it is hoped that this research can provide better insights into why students tend to engage in academic cheating and how to prevent it. The findings of this study are also expected to serve as a basis for developing more effective educational and supervisory strategies to prevent and address academic cheating in educational environments. Thus, this research has the potential to contribute to enhancing academic integrity and the overall quality of education.

2. LITERATURE REVIEW

2.1. Academic Fraud Behavior

Academic fraud behavior is a negative behavior carried out through unethical means for personal gain. Albrecht in Dewi & Fadjaranie (2020) defines fraud as a term encompassing various ways in which human cunning can be used to gain advantages through false representation or cunning and dishonest actions.

Academic fraud behavior in the educational context is referred to as academic cheating. Munirah & Nurkhin (2018) state that academic cheating is an unethical act performed in the academic field that has a negative impact on students and learners. According to (Ridpath et al., 2015), Academic fraud behavior falls under the category of misconduct because it is unjustifiable, highly unethical, and has negative consequences, particularly in the academic domain.

Based on the definitions above, it can be concluded that academic fraud behavior is an unscrupulous behavior intentionally carried out in the academic field to achieve personal gain, specifically academic success through dishonest means such as cheating and plagiarism, which ultimately has negative consequences for students and learners.

The indicators used in this research, according to Hasanah & Diana (2018), include students copying answers from other students, creating small notes to use during exams, giving cheat sheets to classmates during exams, forging attendance signatures for other students, plagiarizing the work of others without proper attribution, and seeking exam question leaks from classmates, all of which are forms of academic fraud.

2.2. Greed

Fundamentally, humans are never satisfied with their achievements, which leads them to make various efforts to maximize their satisfaction in a given situation. Budiman (2018) states that greed is closely associated with a potentially inherent trait in every individual. Greed is a driving factor that can lead students to engage in dishonest behavior because it is an individual characteristic that demands excessive fulfillment of needs, desiring more than what is necessary. Greed as a trigger for academic fraud behavior aligns with the explanation given by Talib (2021) that greed is closely related to dishonest behavior. Greed makes individuals forget their actions and justifies any means necessary to satisfy their desires. Thus, the greater one's greed, the higher the likelihood of engaging in fraudulent activities.

Based on the definitions above, it can be concluded that greed is the insatiable desire for something already possessed, driving individuals to go to great lengths to excessively fulfill their desires. The indicators used in this research, include greedy behavior related to GPA, fear-driven greed, and greedy behavior related to grades.

2.3. Opportunity

Opportunity refers to a situation in which an individual can commit fraud without being detected. Albrecht et al. (2012) suggests that opportunity involves a combination of circumstances and conditions that enable a person to engage in fraud. Fitrianty (2020) mention that opportunities arise when the system is weak, such as insufficient controls and lax enforcement of sanctions. Students may resort to fraud when they are under pressure or when there are lapses in exam supervision.

Opportunity for fraud is the environment that allows it, as perceived by the perpetrator. The indicators in this study, as per Albrecht et al. (2012), include a lack of controls, an inability to assess quality, lax discipline, limited information access, ignorance, indifference, inadequate opportunities from suspicious parties, and insufficient checks.

2.4. Need

In their daily lives, humans have various needs that influence their well-being and behavior. Every individual has different needs, and these needs are drivers of behavior. Djaelani et al. (2022) state that needs refer to the factors required by individuals to support excessive consumption and enduring well-being. This aligns with the definition provided by Munirah & Nurkhin (2018), which describes needs as everything required by humans to sustain life and achieve well-being and comfort. Needs can be seen as a psychological aspect that guides living beings in their actions and behaviors, serving as a reason for their efforts.

Based on the definitions above, it can be concluded that need refers to everything that supports a normal human life with the goal of achieving well-being and comfort in daily activities, serving as a basis or reason for human behavior. The indicators used in this research, as per Budiman, include engaging in fraud to obtain scholarships, GPA as a student's need, and submitting signatures as a condition for participating in exams.

2.5. Exposure

Exposure is related to the consequences faced as a result of actions taken. Gultom & Safrida (2020) refer to exposure as the consequences of actions taken when a perpetrator is found guilty of fraud. Exposure is a factor related to the organization that becomes the victim of fraud. Exposure is the follow-up by fraudsters when their fraudulent actions are discovered. Hasanah & Diana (2018) emphasizes that the exposure of fraud does not guarantee that the same perpetrator or others will refrain from committing fraud in the future.

Based on the definitions above, exposure refers to the consequences faced when someone engages in a particular action. Indicators used in this research include unclear regulations, inadequate dissemination of rules, light, inconsistent, and unfair sanctions.

3. RESEARCH METHODS

The research method used in this study is a quantitative approach with an explanatory survey research design. Siyoto & Sodik (2015) define quantitative research as research that involves a lot of numerical data, from data collection, interpretation, to presenting results. In this study, there are four independent variables: greed (X1), opportunity (X2), need (X3), exposure (X4), and one dependent variable, which is academic fraud behavior (Y). The study population consists of 1,289 students from the Faculty of Education at Universitas Siliwangi, class of 2020. Proportional Random Sampling is used as the sampling technique, with a sample size of 305 students. Data collection is conducted through online questionnaires distributed via Google Forms. The questionnaires include research instruments derived from each variable's indicators and are tested for validity and reliability. Data analysis involves calculating interval values for each variable to determine their categories in relation to the research subjects, followed by prerequisite analysis, statistical analysis, and hypothesis testing. The relationship between the independent variables and the dependent variable is illustrated in the diagram below:

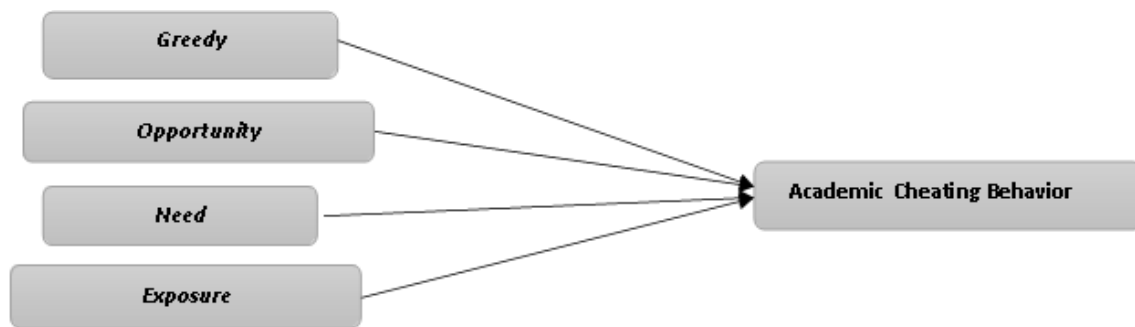


Figure 1. Inter-variable Relationship

4. RESULTS AND DISCUSSION

Tabel 1. Pre-Research Result

No	Percentage	Description
1	82,9%	Students have engaged in cheating behavior
	17,1%	Students never engage in cheating behavior
2	78,6%	Students have collaborated with friends to do assignments
	21,4%	Students never cooperate with friends to do assignments
3	74,3%	Students have quoted without listing the source
	25,7%	Students never quote without stating the source
4	77,1%	Students have seen their friends cheat
	22,9%	Students never see their friends cheat
5	70,4%	Students have helped their friends cheat
	29,6%	Students never help their friends cheat

4.1. Research Results

This section describes the results of research. Academic cheating behavior variables are categorized based on the value of the interval level which is categorized into 5 as follows:

Table 2. Classification of Ratings for Each Indicator of Academic Cheating Behavior

Scale	Category
7320 - 13176	Very Low
13177 – 19032	Low
19033 – 24888	Medium
24889 – 30744	High
30745 - 36600	Very High

Based on the table above, it can be seen that the level of academic cheating behavior in 2020 Faculty of Teacher Training and Education students is included in the moderate category. These results are obtained based on indicators that build academic cheating behavior variables including students copying other students' answers, students making small notes that will be used during exams, giving cheats to friends during exams, leaving attendance signatures to other students, plagiarizing other people's work without listing the source, looking for leaked exam questions from other classmates is a form of academic cheating. Furthermore, the greedy variable is categorized into 5 categories based on the value of the interval level, which is as follows:

Table 3. Classification of Ratings for Each Greedy Indicator

Scale	Category
3660 - 6588	Very Low
6589 – 9516	Low
9517 – 12444	Medium
12445 – 15372	High
15373 - 18300	Very High

Based on the table above, it can be seen that the level of greed in 2020 Faculty of Teacher Training and Education students is in the moderate category. These results are obtained based on indicators that build greedy variables including greedy behavior over GPA, greedy behavior for fear of being rivaled and greedy behavior over grades. Furthermore, the opportunity variable is categorized into 5 categories based on the value of the interval level, which is as follows:

Table 4. Classification of Ratings for Each Opportunity Indicator

Scale	Category
8540 – 15372	Very Low
15373 – 22204	Low
22205 – 29036	Medium
29037 – 35868	High
35869 – 42700	Very High

According to the information presented in the table above, it is evident that the level of opportunity among students from the Faculty of Teacher Training and Education in the year 2020 falls within the moderate category. This classification is derived from an analysis of various indicators that contribute to the opportunity variable, including factors such as the absence of effective controls to prevent and detect violations, an inability to accurately assess the quality of outcomes, a lack of disciplinary actions against wrongdoers, restricted access to essential information, instances of ignorance, apathy, or indifference, as well as insufficient opportunities arising from untrustworthy sources and a shortage of inspections. Furthermore, the need variable has been categorized into five distinct categories based on the interval-level values, as outlined below:

Table 5. Classification of Ratings for Each Need Indicator

Scale	Category
3355 – 6039	Very Low
6040 – 8723	Low
8724 – 11407	Medium
11408 – 14091	High
15092 – 16775	Very High

The data presented in the table above reveal that the 2020 students enrolled in the Faculty of Teacher Training and Education exhibited a moderate level of need. This classification is based on an analysis of various indicators that contribute to the need variable. These indicators include instances where students engage in cheating with the goal of obtaining scholarships, the significance of maintaining a high GPA as a substantial student need, and situations where students are obligated to entrust their signatures as a requirement for taking examinations.

Table 6. Classification of Ratings for Each Exposure Indicator

Scale	Category
3660 - 6588	Very Low
6589 – 9516	Low
9517 – 12444	Medium
12445 – 15372	High
15373 - 18300	Very High

Based on the table above, it can be seen that the exposure of the Faculty of Teacher Training and Education students in the class of 2020 falls within the moderate category. These results are obtained based on indicators that build exposure variables including unclear regulations, lack of socialization of regulations, light sanctions, inconsistent and unfair.

4.2. Data Analysis Results

4.2.1. Analysis Prerequisite Test

A. Normality Test

Table 7. Summary of Normality Test Results

Variable	Asym.sig (2-tailed)	Conclusion
Unstandarized Residual	0,200	Normal

It is discernible that the two-tailed asymmetry significance (asym.sig) value within the equation model employed in this study exceeds the threshold of 0.05. Therefore, we can draw the conclusion that the data exhibits a normal distribution. This observation implies that the data points, when analyzed for their skewness and kurtosis, do not deviate significantly from a bell-shaped, symmetrical distribution

pattern. This normal distribution characteristic is crucial in statistical analysis as it allows for the application of various statistical tests and assumptions that rely on the underlying assumption of data normality.

B. Linearity Test

The table below shows that the significance value of the four X variables on variable Y each has a value greater than 0.05, so it can be concluded that the research variables have a linear relationship.

Table 8. Summary of Linearity Test Results

Variable		Sig. deviation from linearity	Conclusion
Independent	Dependent		
Greedy	Academic Cheating Behavior	0,217	Linier
Oportunity		0,793	Linier
Need		0,059	Linier
Exposure		0,054	Linier

C. Multicollinearity Test

Table 9. Summary of Multicollinearity Test Results

Variable	Tolerance	VIF	Conclusion
Greedy	0,535	1.869	No multicollinearity occurs
Oportunity	0,532	1.878	No multicollinearity occurs
Need	0,702	1.424	No multicollinearity occurs
Exposure	0,586	1.705	No multicollinearity occurs

Based on the summary of the calculation results above, it can be seen from all variables in the tolerance value > 0.10 and VIF value < 10 . Based on this, it can be concluded that there is no multicollinearity between variables.

D. Heteroscedasticity Test

Table 10. Summary of Heteroscedasticity Test Results

Variable	Sig	Conclusion
Greedy	0,994	No heteroscedasticity occurs
Oportunity	0,763	No heteroscedasticity occurs
Need	0,768	No heteroscedasticity occurs
Exposure	0,947	No heteroscedasticity occurs

Based on the summary of the test results above, it can be seen that all variables have a significance value > 0.05 , so it can be concluded that there are no symptoms of heteroscedasticity in the regression model.

4.2.2. Statistical Analysis

A. Multiple Linear Regression Analysis

In table 10, it is known that the constant value is 14.444 with B1 of 0.138, B2 of 0.449, B3 of 0.195 and B4 of 0.123, so the regression equation for this study can be obtained as follows:

$$\hat{Y} = \alpha + B1X1 + B2X2 + B3X3 + B4X4$$

$$\hat{Y} = 14.444 + 0.138X1 + 0.449X2 + 0.195X3 + 0.123X4$$

Table 10. Multiple Linear Regression Test Results

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	14.444	3.308		4.366	.000
Greedy	.138	.085	.094	1.625	.105
Opportunity	.449	.051	.516	8.875	.000
Need	.195	.090	.110	2.173	.031
Exposure	.123	.107	.064	1.148	.252

B. Test Coefficient of Determination (R Square)

Table 11. Test Results of the Coefficient of Determination

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.679a	.461	.454	10.252

a. Predictors: (Constant), EXPOSURE, NEED, GREEDY, OPPORTUNITY
b. Dependent Variable: ACADEMICCHEATINGBEHAVIOR

Derived from the information presented in the aforementioned table, it is evident that the coefficient of determination, denoted as R-Square, stands at 0.461. This signifies that approximately 46.1% (calculated as 0.461 multiplied by 100%) of the variation in academic cheating behavior can be attributed to the combined impact of the variable's greed, opportunity, need, and exposure. The remaining 53.9% of the variation is influenced by factors or variables not explicitly considered in this analysis.

4.2.3. Hypothesis Test

A. Partial Test (T Test)

Table 12. Summary of T Test Results

Variable	t-statistic	t-table	Sig.	Conclusion
Greedy	1,625	1,968	0,105	t-statistic < t-table. Ho Accepted, Ha Rejected
Opportunity	8,875		0,000	t-statistic > t-table Ho Rejected, Ha Accepted
Need	2,173		0,031	t-statistic > t-table Ho Rejected, Ha Accepted
Exposure	1,148		0,252	t-statistic < t-table Ho Accepted, Ha Rejected

Based on the table of partial hypothesis test results, it can be concluded that:

- The t-value associated with the greedy variable is 1.625, which is less than the t-table value of 1.968, and the significance level of 0.105 is greater than 0.05. As a result, we can confidently conclude that the null hypothesis (Ho) is accepted, and the alternative hypothesis (Ha) is rejected. In simpler terms, there is no significant influence of greed on students' academic cheating behavior.
- The t-value for the opportunity variable stands at 8.875, which is greater than the critical t-table value of 1.968, and the significance level of 0.000 is less than 0.05. Consequently, we can firmly assert that the null hypothesis (Ho) is rejected, and the alternative hypothesis (Ha) is accepted. This implies that there is indeed a significant influence of opportunity on students' academic cheating behavior.
- The t-value for the need variable is 2.173, surpassing the critical t-table value of 1.968, while the significance level of 0.031 is less than 0.05. This leads to the conclusion that the null hypothesis (Ho) is rejected, and the alternative hypothesis (Ha) is accepted. In essence, there is a statistically significant influence of need on students' academic cheating behavior.
- The t-value for the exposure variable is 1.148, which falls short of the critical t-table value of 1.968, and the significance level of 0.252 is greater than 0.05. Therefore, it can be asserted that the null hypothesis (Ho) is accepted, and the alternative hypothesis (Ha) is rejected. In practical terms, there is no significant influence of exposure on students' academic cheating behavior.

B. Simultaneous Test (F Test)

Table 13. Summary of F Test Results

Model	F-statistic	F-table	Sig	Conclusion
1	64,143	> 4,378	0,000	F count > F table Ho Rejected Ha Accepted

Based on the table above, the F-statistic value is $64.143 > F\text{-table of } 4.378$ with a significance of $0.000 < 0.05$. Then it can be concluded that H_0 is rejected and H_a is accepted, which means that greedy, opportunity, need and exposure have a significant effect on academic cheating behavior.

4.3. Discussion

4.3.1. The Impact of Greed on Academic Cheating Behavior

Based on the results of the t-test for the variable greed with respect to academic cheating behavior at a significance level of 5%, a significance value of ($0.105 > 0.05$) was obtained, with a calculated t-value for the greed variable of 1.625, which is smaller than the t-value of 1.968. This indicates that greed does not have a significant impact on the academic cheating behavior of students.

According to the NJI calculation, greed falls into the moderate category. This research is in line with a study by Budiman (2018), which stated that there is no significant influence of greed on academic cheating behavior, with a significance value of ($0.439 > 0.05$). This suggests that greed is not a triggering factor for academic cheating. Students who have good GPAs are satisfied with what they have achieved through honest and legitimate behavior.

Based on these findings, this research does not align with the Fraud Gone theory, which posits that greed influences academic cheating behavior. This discrepancy can be attributed to differences in the study's sample, as in this study, greed does not influence academic cheating among students in the Faculty of Education and Teaching Class of 2020. This is because these students are not satisfied with their current GPAs and strive to achieve a perfect GPA through honest and ethical means, using it as motivation to compete healthily with their peers.

4.3.2. The Impact of Opportunity on Academic Cheating Behavior

Based on the results of the t-test for the variable opportunity with respect to academic cheating behavior at a significance level of 5%, a significance value of ($0.000 < 0.05$) was obtained, with a calculated t-value for the opportunity variable of 8.875, which is greater than the t-value of 1.968. This indicates that opportunity significantly influences the academic cheating behavior of students.

According to the NJI calculation, opportunity falls into the moderate category. This is supported by the highest contribution percentage in the indicator of limited access to information related to difficult-to-find and comprehend materials by students. This means that when students choose to engage in academic cheating, it is often due to feeling cornered and having no other option but to cheat. Therefore, this research supports the Gone theory, which posits that opportunity influences academic cheating behavior.

Furthermore, this study aligns with research by Wahyuningsih (2018), which found a significant influence of opportunity on academic cheating with a calculated t-value of 3.1187, exceeding the tabulated t-value of 1.96.

4.3.3. The Impact of Need on Academic Cheating Behavior

Based on the results of the t-test for the variable need with respect to academic cheating behavior at a significance level of 5%, a significance value of ($0.031 < 0.05$) was obtained, with a calculated t-value for the need variable of 2.173, which is greater than the t-value of 1.968. This indicates that need significantly influences the academic cheating behavior of students.

According to the NJI calculation, need falls into the moderate category. This is supported by the highest contribution percentage in the indicator that students consider their GPA as a need. This means that, in an academic context, one of the needs students want to fulfill is a high GPA. In this study, students strive to meet this GPA need but may lack the comprehension of the material, leading them to engage in academic cheating.

Based on these findings, this research aligns with the Gagne theory, which suggests that need influences academic cheating behavior. This study also aligns with research by Ismatullah & Eriswanto (2016), which found a significant influence of need on academic cheating with a calculated t-value of 19.306, exceeding the tabulated t-value of 1.972.

4.3.4. The Impact of Exposure on Academic Cheating Behavior

Based on the results of the t-test for the variable exposure with respect to academic cheating behavior at a significance level of 5%, a significance value of ($0.252 > 0.05$) was obtained, with a t-value for the exposure variable of 1.148, which is smaller than the tabulated t-value of 1.968. This indicates that exposure does not have a significant impact on the academic cheating behavior of students.

According to the NJI calculation, exposure falls into the moderate category. This research is in line with the study by Christiana et al. (2021), which found that there is no significant influence of exposure on academic cheating behavior, with a calculated t-value of 0.559, smaller than the tabulated t-value of 1.972. This suggests that exposure is not a factor that drives individuals to engage in academic cheating, as they perceive the sanctions to be too lenient.

Based on these findings, this research does not align with the Fraud Gagne theory, which suggests that exposure is a factor that encourages academic cheating behavior. This discrepancy is due to differences in the study's sample, as exposure does not influence academic cheating among students in the Faculty of Education and Teaching Class of 2020. This is because these students believe that they do not face significant sanctions when engaging in dishonest behavior.

4.3.5. The Impact of Greed, Opportunity, Need, and Exposure on Academic Cheating Behavior

Based on the results of the F-test for the variables greed, opportunity, need, and exposure with respect to academic cheating behavior at a significance level of 5%, a significance value of 0.000, which is greater than 0.05, was obtained, with an F-value of 64.143, exceeding the F-statistic value of 4.378. This indicates that greed, opportunity, need, and exposure significantly influence academic cheating behavior.

The coefficient of determination, which serves as a reference for the influence of all the X variables on academic cheating behavior, is 0.461. This means that the percentage contribution of greed, opportunity, need, and exposure to academic cheating behavior among students in the Faculty of Education and Teaching Class of 2020 is 46.1%, with the remaining influence attributed to other variables not used in this study.

Based on the simultaneous hypothesis test results, this research supports the theory used, which is the Fraud Gone theory. This theory posits that greed, opportunity, need, and exposure influence academic cheating behavior.

5. CONCLUSION

The findings of this research shed light on several significant aspects of academic cheating behavior among students in the Faculty of Education and Teaching, Class of 2020. Firstly, the study revealed that greed, or "greedy" tendencies, did not play a significant role in influencing academic cheating behaviors within this specific group of students. Secondly, the research highlighted the considerable impact of opportunity and need on academic cheating behaviors. Students who perceived opportunities to engage in dishonest practices or who felt driven by their academic needs were more likely to exhibit such behaviors. However, the study also found that exposure, in terms of potential consequences or disclosure, did not significantly affect academic cheating among these students.

Collectively, these results underscore the multifaceted nature of academic cheating behavior and emphasize the importance of considering factors like opportunity and need in understanding and addressing this issue within the context of higher education. Furthermore, the study encourages further exploration of variables beyond greed, opportunity, need, and exposure that might contribute to academic cheating behavior. This research makes a valuable contribution to the field of education by fostering discussions and providing insights that can inform future studies and educational strategies aimed at reducing academic cheating among students.

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