

ABSTRACT

The current study was conducted to develop and validate a scale for cheating techniques employed by university students during examinations. In order to generate the items an open ended questionnaire was administered on students ($N=51$) of a public university. Thematic analysis of data gathered through this questionnaire revealed two major themes; collaborative cheating techniques and solitary cheating techniques which were further categorized into sub-themes. Items were generated on each sub-theme. The initial item pool of this scale consisted of forty items. Thirty two items were retained after pilot study and then validation of this scale consisting of thirty two items was carried out. Factor structure of the scale was explored by administering the scale on 246 students (Males= 121, Females= 125) from three different public and private universities. Exploratory Factor Analysis revealed 5 factors which were labeled as Usage of verbal and non-verbal means ($\alpha = .91$), Usage of clothing articles and upper body parts ($\alpha = .87$), Usage of objects ($\alpha = .84$), Usage of lower body parts ($\alpha = .79$), and Usage of mobile phones ($\alpha = .86$). The overall reliability of the scale was found to be .94. Confirmatory Factor Analysis of this scale was carried out by administering the scale on 368 students (Males= 149, Females= 219) from different public and private universities and it revealed that hypothesized model was a good fit with values of $CFI = .96$, $GFI = .90$, $IFI = .96$, and $RMSEA = .04$. Three items were removed from the scale during this phase as their value of factor loading on relevant factor was $< .30$. The convergent and discriminant validity of the scale was established by using Cheating Behavior Questionnaire and Academic Integrity Values Scale respectively. The results indicated significant high correlation ($r = .72$) of this scale with Cheating Behavior Questionnaire and significant negligible i.e.

very weak correlation ($r=.11$) of this scale with Academic Integrity Values Scale. Gender differences between males and females for engagement in cheating behavior during examinations were also checked and results did not show any significant difference between two genders. This study has numerous potential positive implications for administration, faculty members, researchers and students of academic institutions.

Keywords: Academic cheating techniques, Usage of verbal and non-verbal means, Usage of clothing articles and upper body parts, Usage of objects, Usage of lower body parts, Usage of mobile phones, collaborative cheating techniques, solitary cheating techniques, academic integrity, examinations, public university, private university, students, academic institutions.