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The Implications of 20% Minimum Passing Marks Policy Towards Academic Dishonesty Among Students in Polytechnic Malaysia

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Abstract

Jabatan Pendidikan Politeknik dan Kolej Komuniti (JPPKK) offers a range of diploma programs designed to equip students with practical skills and knowledge for various industries. There are currently 36 Polytechnics in Malaysia, each offering a variety of diploma programs across 15 departments. Assessments in these programs include both continuous assessments and final examinations, which are critical for evaluating student performance and ensuring the attainment of learning outcomes. Bahagian Peperiksaan dan Penilaian (BPN) is a division under JPPKK, responsible for the management and implementation of examinations and assessments in Polytechnics Malaysia. To enhance academic standards and standardize assessment criteria, BPN implemented a policy requiring a minimum passing mark of 20% for final examinations. This policy has been in effect for all programmes in Polytechnics Malaysia starting from academic session SII:2022/2023. This investigation focuses on the impact of the policy on the occurrence of academic dishonesty during final examinations among diploma students in Polytechnic Malaysia, focusing on the periods before and after the enforcement of the policy. Data are taken from three academic sessions, before the enforcement (SI:2022/2023) and after the enforcement (SII:2022/2023 and SI:2023/2024). The departments involved, which have reported academic dishonesty, include JKE, JKM, JKA, JKPK, JP, JTMK, JPH, and JAB. The results indicate an initial increase in dishonesty cases during final examination across most departments following the policy implementation, with a subsequent decline in the second session. These findings suggest that students eventually adapted to the new standards over time, hence showing positive impact of the policy. However, academic dishonesty during final exams is not solely due to policy changes but also influenced by student attitudes and behaviors. This study provides valuable insights for policymakers and educators in developing strategies to foster academic integrity.

Keywords: - JPPKK, Polytechnic, Academic Dishonesty, Examination, Passing Marks

1. Introduction

Academic dishonesty is a common issue in educational institutions worldwide, and this collective act undermines the integrity of academic achievements. Jabatan Pendidikan Politeknik dan Kolej Komuniti (JPPKK) (Department of Polytechnic and Community College Education), which manage Malaysia's Polytechnic system, offers doper various diploma programs that lead to the attainment of knowledge and skills essential for pursuing career in different sectors. With a total of 36 Polytechnics countrywide, JPPKK plays a crucial role in overseeing Technical and Vocational Education and Training (TVET) in the country, ensuring they provide quality education and training in various technical and vocational fields.

Evaluation for student performance includes assessments such as continuous assessments and final examinations are critical to ensure the attainment of learning outcomes. Bahagian Peperiksaan dan Penilaian (BPN), a division under JPPKK, is responsible for the management and implementation of these examinations and assessments. To enhance academic standards and standardize assessment criteria, BPN implemented a policy requiring a minimum passing mark of 20% for final examinations, effective from the academic session SII:2022/2023. This policy was officially enforced through a letter from BPN dated February 18, 2023.

Despite efforts to enhance academic standards, the implementation of a minimum passing mark policy has raised concerns about its impact on academic dishonesty among students. This study examines the impacts of the 20% minimum passing marks policy on the incidence of academic dishonesty among diploma students during final examinations in Polytechnics Malaysia. This research intends to give insights into the effectiveness and unintentional consequences of the policy by investigating data from three academic sessions: before the enforcement (SI:2022/2023) and after the enforcement (SII:2022/2023 and SI:2023/2024).

1.1 Problem Statement

The implementation of minimum passing mark policy of 20% for final examinations by Bahagian Peperiksaan dan Penilaian (BPN) in Polytechnic Malaysia, effective from the academic session SII:2022/2023, aims to enhance academic standard and standardize assessment criteria. However, this policy has raised concerns regarding its impact on academic dishonesty among students, specifically cheating cases during final exams. Preliminary observations indicate a notable increase in cheating cases during the initial academic session following the policy's enforcement. This raises critical questions about the policy's effectiveness in promoting academic integrity and its potential unintended consequences. Therefore, it is essential to investigate the implications of this policy on the occurrence of academic dishonesty and to understand students' readiness and motivations during final examinations. This study seeks to address these concerns by inspecting data from multiple academic sessions to provide understanding on the implications of the policy and to deal better with future strategies for curbing academic dishonesty at Polytechnic Malaysia.

1.2 Objectives

The objectives of the study are:

i. To identify the number of cheating cases before and after the enforcement of the 20% minimum passing marks policy.
ii. to determine the differences in cheating cases between engineering and non-engineering department; and
iii. to investigate students' readiness towards the enforcement and reason for cheating during final examination.

1.3 Scope of study

This study involves data from academic departments across all Malaysian Polytechnics. 11 of 15 departments have reported at least one occurrence of cheating over the course of three academic sessions. This analysis includes eight departments, four of which are engineering departments and four of which are non-engineering. It focuses on departments with more than 1,000 diploma students taking final examinations, including both engineering and non-engineering departments. The departments involved are Jabatan Kejuruteraan Elektrik (JKE), Jabatan Kejuruteraan Awam (JKA), Jabatan Kejuruteraan Mekanikal (JKM), Jabatan Kejuruteraan Petrokimia (JKPK), Jabatan Perdagangan (JP), Jabatan Hospitaliti dan Pelancongan (JPH), Jabatan Teknologi Maklumat dan Komputer (JTMK), and Jabatan Agroteknologi & Bio-Industri (JAB).

This study adopted both quantitative and qualitative measures. The data was selected through purposive sampling involving all diploma students at Polytechnic from all over Malaysia. To ensure the authenticity of the data analysis findings, the investigation was carried out involving the student who had cheated during final examination.

1.4 Significance of the Study

Understanding the impact of the 20% minimum passing marks policy on academic dishonesty is crucial for developing effective strategies to enhance assessment standards while maintaining academic integrity. This study provides essential strategic planning inputs for improving the quality of learning outcomes in polytechnic and community college programs. The findings offer valuable insights for policymakers, educators, and administrators to enhance assessment practices and foster a culture of honesty and inte grity among students.

1.5 Conclusion

This paper is structured as follows: Section 2 reviews the literature on academic dishonesty, Section 3 describes the methodology, Section 4 presents the results and analysis, Section 5 discusses the findings and Section 6 conclude the implications and future recommendations.

2. Literature Review

Cheating during exams has become one of the unethical practices at higher education institutions across the world. This literature review aims to investigate the contributing factors of academic dishonesty, the impact of assessment policies and the factors that limit student cheating.

A number of studies identified the main reasons for students participating in cheating. Salehi and Gholampour (2021) have stated that lack of preparation, ineffectiveness of learning material, and desire for

higher marks were considered as primary contributing factors to cheating behaviours of students. Additionally, the causes of stress and other pressures from the external environment are also considered an important reason that leads to academic dishonesty (Anderman et al., 2007).

According to research, exam design is also a factor that contributes to cheating behaviour. Hammoudi and Benzerroug (2021) reported that 90 per cent of students agreed that exams are mainly testing memory rather than comprehension are the main reason of cheating. Additionally, the study implies that educators could unintentionally contribute to the problem by failing to accommodate students' diverse learning styles and intelligences in the design of exam assessment. This might lead to exam anxiety, the survival instinct to cheat might kick in, and it might be done without conscious intent (Hammoudi & Benzerroug, 2021).

Recent studies have provided valuable insights into the factors contributing to academic dishonesty among students. Benson and Enstroem (2023) propose a model for preventing academic dishonesty whereby they argue that well-designed academic integrity modules can reduce cheating. According to their findings, such approaches can reduce cheating by up to 78 per cent when the intervention provides a comprehensive academic dishonesty intervention. Researchers Baran and Jonason (2020) investigated links between academic dishonesty among university students and psychiatric measures like psychopathy, motivation and self-efficacy. Overall, they wrote, 'our findings suggest that cheating is more common among students who are higher in psychopathy and lower in self-efficacy.' Wang and Zhang (2022) propose that there are also links between attitudes relating to rules regarding academic dishonesty. They mention that their research suggests that personality traits such as low conscientiousness can increase the likelihood of cheating. Söylemez (2023) discusses the impact of social factors, achievement motivation, and institutional policies on academic dishonesty, emphasizing the need for supportive environments to reduce cheating.

Cheating behavior in academic settings is a complex phenomenon influenced by various individual, social, and contextual factors. A new study by Allen and Kizilcec (2023) emphasises the importance of a holistic approach to academic integrity by classifying a variety of tools and tactics for cheating detection and prevention. This approach incorporates technological tools, policy changes, and educational initiatives to create a comprehensive framework for reducing academic misconduct. The study highlights tha t academic cheating is often driven by the actions of their peers and the broader educational environment, and that this becomes an important frame for understanding and addressing individuals' decisions to cheat. The study utilises game theory to predict the group-level effects on students and offers faculty practical guidelines for identifying institutional barriers to curbing cheating. It incorporates the best concepts from pedagogy, conflict management and organisational psychology in recommending a broad range of practical strategies for lowering the students' opportunity, motivation and rationalization to cheat. These include building trusting relationships between students and faculty, developing assessments that reduce the student's temptation to cheat, and cultivating an academic culture that values integrity. Additionally, policy changes that articulate standards of academic integrity and consequences for breach of the code are essential. Educational programs that promote academic integrity, such as training sessions and seminars, help to create a culture that discourages dishonest activity. By combining these components, the systemic model offers an impactful success in preventing academic dishonesty and cultivating academic integrity in educational institutions.

A study on academic dishonesty and academic adjustment among students found that while the number of reported cases of academic integrity violations has increased, there is also a trend towards a better understanding and reduced occurrence of severe forms of plagiarism. Clinciu, Cazan, and Ives (2021) emphasize the need for continuous education on academic integrity to help students adjust to academic expectations and reduce dishonest behaviors.

The literature on academic dishonesty highlights the complexity of the matter and the variety of variables that influence cheating behaviors. Effective assessment policies, coupled with supportive measures for students, are essential for fostering an environment of integrity in higher education. Addressing the root causes of cheating, which include exam anxiety, lack of preparation, and perceived unfairness, can help reduce the incidence of academic dishonesty and promote a culture of honesty and integrity among students. These studies offer a comprehensive viewpoint on the issue of academic dishonesty, highlighting cultural, psychological, and systemic factors that contribute to this behavior.

3. Methodology

This paper investigates the effect of this policy on the occurrence of academic dishonesty, specifically on cheating incidents among diploma students during final exams. This study adopted both quantitative and qualitative measures. Three academic sessions were involved in this study, before the policy enforcement (SI: 2022/2023) and after the enforcement (SII: 2022/2023 and SI: 2023/2024).

Data were collected from academic departments from 36 Malaysian Polytechnics. 11 from 15 departments has reported at least one occurrence of cheating over the course of three academic sessions. Only departments with more than 1,000 students taking the final exam were considered in this study. Eight academic departments were involved, encompassing both engineering and non-engineering fields. The number of cheating cases that occurred during final exams in each departments involved was collected to analyze the trend in the number of cheating cases and to identify the impact of the policy.

This investigation includes eight (8) departments, four of which are engineering departments and four of which are non-engineering. The departments that are involved are: Jabatan Kejuruteraan Elektrik (JKE), Jabatan Kejuruteraan Awam (JKA), Jabatan Kejuruteraan Mekanikal (JKM), Jabatan Kejuruteraan Petrokimia (JKPK), Jabatan Perdagangan (JP), Jabatan Hospitaliti dan Pelancongan (JPH), Jabatan Teknologi Maklumat dan Komputer (JTMK), and Jabatan Agroteknologi & Bio-Industri (JAB).

The qualitative data were collected by interviews with students who were caught cheating during final exams. These samples included students from all departments, including engineering and non-engineering. The investigation was carried out to identify reasons why students cheat during examinations. Questions concerning the purpose and reason of cheating during exams were posed to the research participants. The interview questions included: 'What made you engage in cheating activities during examinations?' and 'What motivates you to go above and beyond to pass the subject?'

The interviews were recorded and transcribed verbatim. Thematic analysis was used to analyze the data, with codes assigned to significant statements and grouped into broader themes. The transcripts were read multiple times to identify recurring themes. Codes were assigned to significant statements, which were then grouped into broader themes.

Ensuring the confidentiality of participants is paramount in this study. All data collected from the interviews were anonymized to protect the identity of the students. Each participant was assigned a unique code, and no personal identifiers were used in the analysis or reporting of the data. Additionally, any published results were presented in aggregate form to prevent the identification of individual participants. Informed consent was obtained from all participants prior to the interviews.

4. Findings and Analysis

The data on cheating cases during the final examination, both before the enforcement (SI:2022/2023) and after the enforcement (SII:2022/2023 and SI:2023/2024), was descriptively analysed to summarize and aggregate the collected information. Following this, a comparison of the number of cheating cases between each department was presented by session.

Table 1: Number of Cheating Cases Before and After the Enforcement

Department	Before enforcement	After enforcement	
	SI:2022/2023	SII:2022/2023	SI:2023/2024
JKA	7	9	3
JKE	14	17	14
JKM	11	15	10
JKPK	0	2	0
JP	20	44	32
JTMK	3	7	8
JPH	1	6	0
JAB	2	9	10

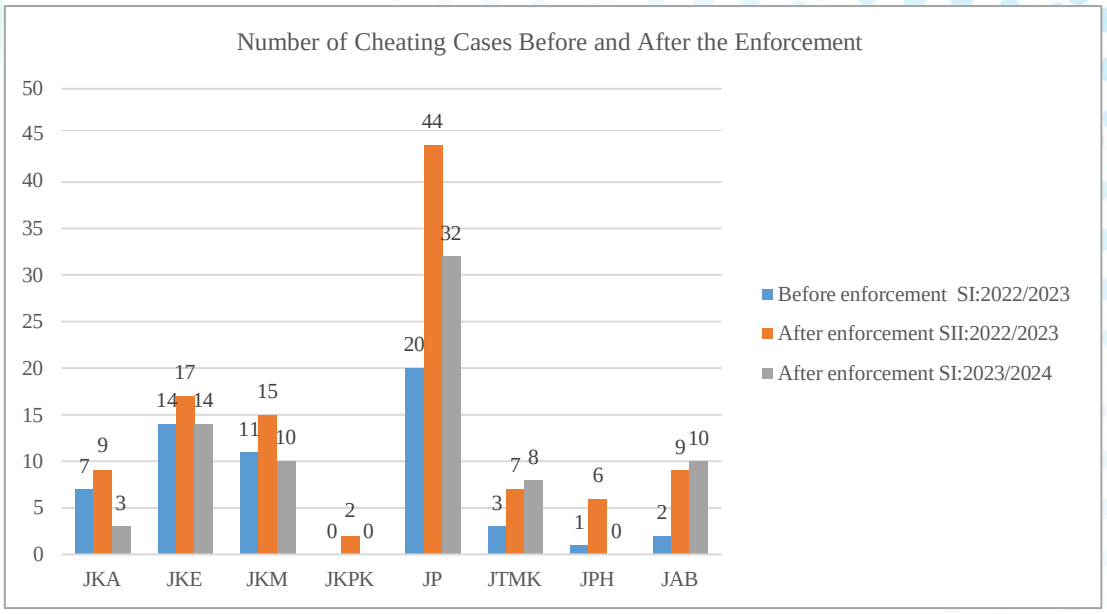

Figure 1: Number of Cheating Cases Before and After the Enforcement

Table 1 depicted the number of cheating cases during final examination before and after the enforcement of the 20% final examination passing marks policy. The number of cheating cases during final examination after the policy enforcement in SII:2022/2023 shows a significant increase compared to the previous session (SI:2022/2023) as illustrated in Figure 1. Cheating cases in JKA increased from 7 to 9 cases by 28.6%, cases in JKE increased from 14 to 17 cases (21.4%), while JKM showed an increase from 11 to 15 cases (36.4%). Cheating cases in JP rose by 120%, from 20 to 44 cases, JTMK increased from 3 to 7 cases (133%), and JAB showed a 350% increase, from 2 to 9 cases. JKPK reported 2 new cheating cases after the passing marks enforcement. Among all eight departments, JPH showed the highest increase in cheating cases with a 500% rise, from 1 to 6 cases.

Cheating cases during the final examination in the following session (SI:2023/2024), which is the second semester after the enforcement, were analysed and compared to the previous session (SII:2022/2023). The findings show a decline in the number of cheating cases for all departments except JTMK and JAB, both of which show an increase of 1 case each. According to the collected data, JPH and JKPK reported zero cases in SI:2023/2024. JKA shows the greatest reduction in cheating cases, with a 66.7% reduction from 9 to 3 cases. JKE decreased from 17 to 14 cases (17.7%), JKM decreased by 5 cases (33.3%), and JP decreased by 12 cases (27.3%).

To determine if there is a significant difference in the cheating cases, a t -test analysis was conducted. A Paired Samples T-Test was used in this study's analysis. The result for the Paired Samples T-Test for the session before (SI:2022/2023) and after (SII:2022/2023) the enforcement is shown in Table 2. The mean number of cheating cases increased by 6.375 from SI:2022/2023 to SII:2022/2023. Since the p -value (0.043) is less than 0.05, this result is statistically significant. This indicates that there is a significant difference in the number of cheating cases before and after the enforcement of the policy.

Table 2: Paired-Samples T-test result for session before (SI:2022/2023) and after (SII:2022/2023) the enforcement

Mean				
Before enforcement (SI:2022/2023)	**After enforcement (SII:2022/2023)**	**Mean differences**	**t-statistic**	**Significance, p**
7.25	13.63	-6.375	-2.467	0.043

The result for the Paired Samples T-Test for two sessions after the policy enforcement is shown in Table 3. The mean number of cheating cases decreased by 4.00 from SII:2022/2023 to SI:2023/2024. Since the p - value (0.033) is less than 0.05, this result is also statistically significant. This indicates that there is a significant difference in the number of cheating cases between the two sessions after the enforcement of the policy. There is a significant reduction in cheating cases between the two sessions after the policy enforcement, suggesting that the policy's impact continued to be effective over time.

Table 3: Paired-Samples T-test result for two sessions after the policy enforcement

Mean		Mean differences	t-statistic	Significance, p
After enforcement (SII:2022/2023)	After enforcement (SI:2023/2024)			
13.63	9.625	4.00	2.646	0.033

4.1 Analysis on Number of Cheating Cases Before and After the Enforcement among Engineering Departments

Table 4 displays the number of cheating cases before and after the enforcement of the 20% minimum passing mark for final examinations among engineering departments in Polytechnics Malaysia. On average, the cheating cases reported before the enforcement (SI: 2022/2023) are 40.7% lower than after the policy enforcement, increasing from 32 cases to 45 cases. Conversely, the cases decreased by 40% (from 45 cases to 27 cases) in the subsequent session (SI: 2023/2024). Among these engineering departments, JKE shows the highest average number of cheating cases reported during final examinations per session with 15 cases, followed by JKM with an average of 12 cases, JKA with 6 cases, and JKPK with 1 case as illustrated in Figure 2.

Table 4: Number of Cheating Cases Before and After the Enforcement among Engineering Departments

Department	Before enforcement	After enforcement	
	SI:2022/2023	SII:2022/2023	SI:2023/2024
JKA	7	9	3
JKE	14	17	14
JKM	11	15	10
JKPK	0	2	0

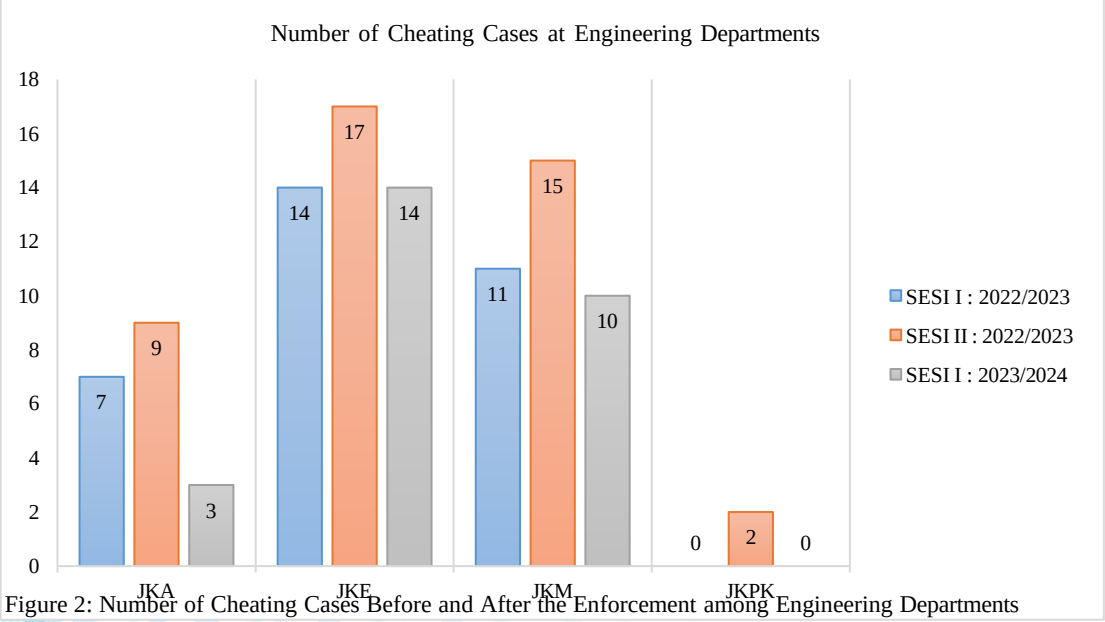

Figure 2: Number of Cheating Cases Before and After the Enforcement among Engineering Departments

As illustrated in Figure 3, the number of cheating cases is significantly influenced by the total number of students taking final exams. Jabatan Kejuruteraan Elektrik (JKE) department, which has the highest number of students, also reported highest number of cheating cases. This correlation suggests that the large student population contributes to the higher incidence of academic dishonesty, as a larger student body increases the likelihood of encountering individuals who may resort to cheating. Conversely, the Jabatan Kejuruteraan

Petrokimia (JKPK) department, despite having a lower number of students, shows fewer cheating cases.

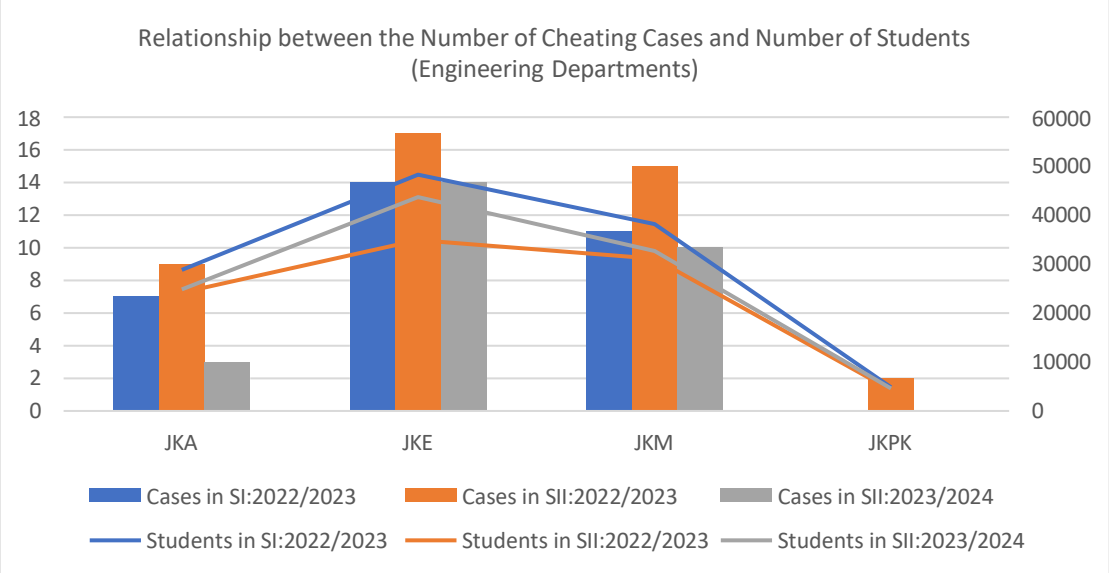

Figure 3: Number of Cheating Cases Before and After the Enforcement among Engineering Departments

4.2 Analysis on Number of Cheating Cases Before and After the Enforcement among Non-Engineering Departments

Table 5 displays the number of cheating cases before and after the enforcement of the 20% minimum passing mark for final examinations among non-engineering departments in Polytechnic Malaysia. On average, the cheating cases reported before the enforcement (SI: 2022/2023) are 157.69% lower than after the enforcement (SII: 2022/2023), increasing from 26 cases to 67 cases. Conversely, the cases decreased by 25.37% (from 67 cases to 50 cases) in the subsequent session (SI: 2023/2024). Among these non-engineering departments, JP shows the highest average number of cheating cases reported during final examinations with 32 cases, followed by JAB with an average of 7 cases, JTMK with 6 cases, and JPH with 2 cases as illustrated in Figure 4.

Table 5: Number of Cheating Cases Before and After the Enforcement among Non-Engineering Departments

Department	Before enforcement	After enforcement	
	SI:2022/2023	SII:2022/2023	SI:2023/2024
JP	20	44	32
JTMK	3	7	8
JPH	1	6	0
JAB	2	9	10

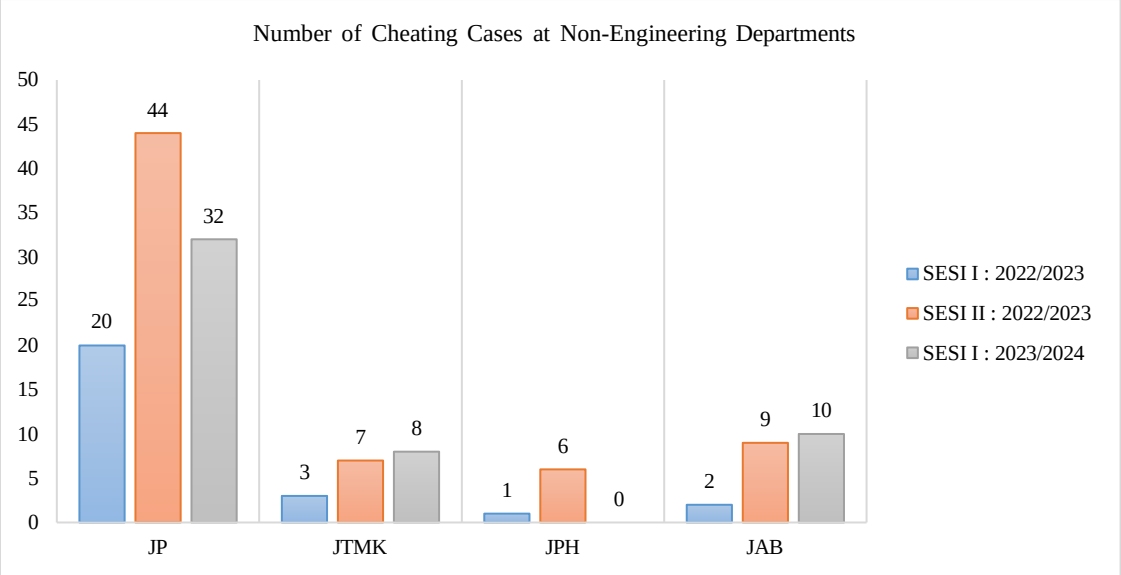

Figure 4: Number of Cheating Cases Before and After the Enforcement among Non-Engineering Departments

As illustrated in Figure 5, the number of cheating cases is shown to be significantly influenced by the number of students taking final exams. The Jabatan Perdagangan (JP) department, which has the highest number of students, also reports the highest number of cheating cases. This correlation suggests that the sheer volume of students contributes to the higher incidence of academic dishonesty, as a larger student body increases the likelihood of encountering individuals who may resort to cheating. Conversely, the Jabatan Agroteknologi & Bio-Industri (JAB) department, despite having a lower number of students, shows a relatively high number of cheating cases. This anomaly indicates that while the number of students is a critical factor, it is essential to consider other underlying causes such as departmental culture, exam difficulty, or specific student challenges that contribute to in influencing cheating behavior within different departments. Therefore, it is essential to consider both the student population size and other underlying causes when addressing academic dishonesty.

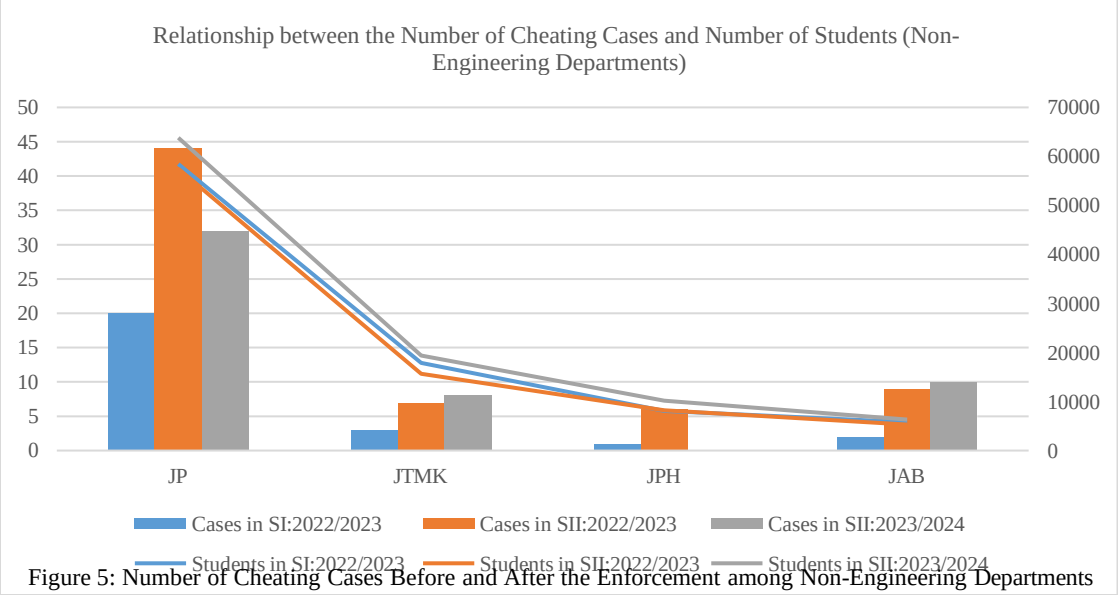

Figure 5: Number of Cheating Cases Before and After the Enforcement among Non-Engineering Departments

4.3 Analysis on students' interviews and direct observations

The purpose of this analysis is to explore the reasons behind students' cheating behavior during exams. The qualitative data were collected from all involved institutions, including direct observations and face -to- face interviews with students who are caught cheating to gain insights into their motivations. From the

observations, students have been using various methods to cheat during exams, such as carrying notes and hiding them under clothes or beneath the exam script, concealing notes under thighs or using mobile phones hidden in the toilet. The information obtained from these incidents shows a consistent pattern in the methods used across all institutions.

Based on the interviews, students have expressed several reasons for their cheating behavior. Three main themes emerged from the interviews which are fear of failing, lack of confidence, and exam anxiety. Many students expressed fear of not passing the course due to new passing marks requirement as a primary reason for cheating. One student stated, "I cheat because I'm afraid I won't pass the course." Additionally, students with low coursework marks often lacked confidence in their ability to pass the final exam. Another student mentioned, "I don't think I can pass without cheating." High levels of exam anxiety and low expectations of success were also a significant factor. A student shared, "The pressure of the final exam makes me so anxious that I feel I have to cheat."

Other than that, special students whose classified as slow learners also mentioned that they face additional pressure to meet the passing criteria for the final exam. This pressure leads them to cheat as a coping mechanism. The fear of failing was a significant factor driving students to cheat, indicating a need for better support systems.

5. Discussion

The results of this study show that the implementation of the 20% minimum passing marks policy had a significant impact on academic dishonesty among diploma students in Polytechnics Malaysia. The data revealed a significant increase in cheating cases during the first academic session after the policy was implemented (SII:2022/2023) compared to the previous session (SI:2022/2023). This initial spike suggests that the policy may have increased pressure on students, leading to more instances of academic dishonesty. The initial increase in cheating cases suggests that students may experience heightened anxiety and pressure when faced with stricter assessment criteria. This aligns with previous research indicating that exam anxiety and fear of failure are major contributors to academic dishonesty (Salehi & Gholampour, 2021; Anderman et al., 2007).

Conversely, there was an overall decrease in incidents of dishonesty in most departments in the following session (SI:2023/2024), indicating that students may have adapted to the new policy over time. This adaptation could be attributed to increased familiarity with the policy and improved coping mechanisms, such as better study habits and time management skills. This finding aligns with the literature on students developing better coping mechanisms and study habits (Hammoudi & Benzerroug, 2021). The decrease in cheating incidents suggests that while the initial implementation of stricter policies may cause a spike in academic dishonesty, students can adapt and develop strategies to cope with the increased pressure.

The investigation also revealed that non-engineering departments, such as JP and JTMK, experienced a higher increase in cheating cases compared to engineering departments like JKE and JKM. This implies that students in non-engineering fields may have faced more challenges adapting to the new policy, likely because non-engineering fields have more comprehensive final exams. The higher increase in cheating cases in non - engineering departments suggests that the nature of assessments in these fields may exacerbate the pressure on students, leading to more instances of academic dishonesty. This aligns with previous research indicating that different academic environments and departmental cultures can influence cheating behavior (Allen & Kizilcec, 2023).

Qualitative data from student interviews indicated that the major reasons for cheating are fear of failing, lack of confidence, and exam anxiety. The qualitative findings align with previous studies by Baran and Jonason (2020) and Wang and Zhang (2022), highlighting low self-confidence as key factors contributing to academic dishonesty. The consistency between the qualitative data and previous studies underscores the importance of addressing psychological factors such as self-confidence and exam anxiety to reduce academic dishonesty.

Besides that, special cases involving slow learners showed that additional pressure to meet the passing criteria led to cheating. The persistent pressure on slow learners highlights the need for targeted support for this group to ensure they can meet the passing criteria without resorting to cheating. Söylemez (2023) emphasizes the need for supportive environments to reduce cheating, including addressing social factors and achievement motivation. Educational institutions could provide peer mentoring for stu dents and confidence- building workshops to help students develop a positive view of themselves as students, resulting in less of a need for cheating behaviour. Benson and Enstroem (2023) propose that well-designed academic integrity modules can significantly reduce cheating.

6. Conclusion

This study explored the impact of the 20% minimum passing marks policy on academic dishonesty among diploma students in Polytechnic Malaysia. The analysis covered three academic sessions: before the enforcement (SI:2022/2023) and after the enforcement (SII:2022/2023 and SI:2023/2024). The findings showed a significant increase in cheating cases during the first session after the policy was implement ed. However, there was a general decline in dishonesty cases in the following session, indicating an initial adjustment period followed by adaptation to the new policy.

The initial rise in academic dishonesty suggests that students may feel more anxious and pressured when faced with stricter assessment criteria. This highlights the need for comprehensive support systems to help students adapt to new policies. Educational institutions should consider implementing additional measures such as academic counseling, workshops on study skills, and clear communication about the importance of academic integrity.

While the policy initially led to an increase in academic dishonesty, the subsequent decline in cheating cases suggests that students eventually adapted to the new standards. This adaptation indicates that the policy has a positive impact over time, as students learn to cope with the new requirements. It is important to note that academic dishonesty during final exams is not solely due to policy changes but also influenced by student attitudes and behaviors. Continuous efforts to support students and promote a culture of honesty and integrity are essential for the sustained success of such policies.

Future research should explore the long-term effects of the 20% minimum passing marks policy on academic dishonesty and student performance. It would be beneficial to conduct qualitative studies to gain deeper insights into students' perceptions and experiences regarding the policy. Additionally, analyzing students' performance before and after the policy change would also offer valuable insights into the policy's impact on academic performance and integrity.

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