



Students' Plagiarism Behavior: The Case of Universities in Vietnam

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Abstract: The study aimed to examine students' plagiarism behavior and analyze the impacts of factors on students' plagiarism behavior at some universities in Vietnam. Specifically, it explores the effects of three factors: subjective norms, attitude, and perceived behavioral control on behavior by two medium factors: intention and justification. This study uses the TPB as a fundamental theory to which justification variable is added to develop a research model. SEM analysis is applied to a sample of 845 students of 6 universities to test the model's validation and hypotheses. The results show that measures are reliable and valid. Most of the hypotheses are supported by collected data. Therefore, this study has significant academic and practical contributions.

Keywords: Subjective norms, Attitude, Perceived behavioral control, Intention, Justification, Plagiarism behavior.

I. INTRODUCTION

In general, education is facing with a big challenge, that is cheating. Plagiarism is considered as a typical example of dishonest form in education and learning (Dordoy, 2002). For higher education such as in colleges or universities, when students often have to do big assignments or essays that request them to analyze and answer in their own words, plagiarism becomes more popular. McCabe et al. suggest that student misbehavior such as fraud and plagiarism have dramatically increased in the last decades, becoming a major concern in higher education (McCabe, Trevino, & Butterfield, 2001). Academic dishonesty has become a severe problem in higher education institutions (Carpenter, Harding, Finelli, Montgomery, & Passow, 2006). Gullier and Tyson indicate plagiarism is a significant issue that universities need to spend more time and resources on dealing with and preventing (Gullifer & Tyson, 2010).

Due to the prevalence of this problem, there have been many studies on it multiple times and in various contexts. Gullifer and Tyson reported that since the 1960s and especially in today's modern society of technology, academic dishonesty (including plagiarism) continues to capture the media, researchers, administrators and students (Gullifer & Tyson, 2010). However, according to Bennett, previous studies on plagiarism tended to focus on estimating plagiarism levels in numerous educational institutions and explaining at the theoretical degree to why plagiarism happens. The conduct of empirical research on plagiarism is also limited and often only considers one or two variables per research (Bennett, 2005).

In Vietnam, plagiarism in higher education has been mentioned mostly in public media and through informal social-network anecdotes of gross violations (Khang Do Ba, Khai Do Ba, Quoc Dung Lam, Dao Thanh Binh An Le, Phuong Lien Nguyen, Phuong Quynh Nguyen & Quoc Loc Pham, 2016). Khang Do Ba et al. claimed that cheating is currently getting worse at Vietnamese colleges and universities, where students often plagiarize from articles on the Internet without a single citation (Khang Do Ba, Khai Do Ba, Quoc Dung Lam, Dao Thanh Binh An Le, Phuong Lien Nguyen, Phuong Quynh Nguyen & Quoc Loc Pham, 2016). Plagiarism does not merely waste but also hinders the progress of home science, it prevents the development of important skills of students such as reading - writing, research, analysis, and problem system, creativity, criticism, inaccurate reflection of competencies of learners and researchers.

In such a context, this research's objective examines students' plagiarism behavior and analyzes the impacts of factors on students' plagiarism behavior at some universities in Vietnam. Specifically, it analyzes the impact of three factors (subjective norms, attitude, and perceived behavioral control) on behavior by two medium factors (intention and justification).

II. LITERATURE REVIEW

Theory of Planned Behavior - TPB

Ajzen's Theory of Planned Behaviour (TPB) (1991) aims to predict a range of human behaviours through and factors: intentions, subjective norms, attitudes toward behaviour and cognitive behavioural control. The central factor in this theory is an individual's intention to perform a certain action (Ajzen, 1991). The Intention to engage in a behaviour is influenced by three components: attitude toward behaviour, subjective norm, and perceived behavioral control.

TPB has been popularly used to predict various types of behaviour correctly. Its consistent results show that applying theories is effectively done for the intended interpretation. The intention is the most primary predictor in which perceived behavioral control has been added to the prediction of intent. Most often, foreign researchers have used TPB to predict behaviors associated with promoting health and safety as well as environmental protection (Ajzen, 1991). Typical studies are Godin and Kok (1996), Schifter and Ajzen (1985). In addition, the expansion of the TPB model when studying plagiarism is however limited and brings about varied results. For example, the study of Passow et al. predicts the frequency of cheating in exams and homework through eight independent variables: college fraud, extracurricular participation, plus five variables surrounding Ajzen's TPB theory (Ethical obligations, fraud attitudes, assessing the costs and benefits of fraud, perceiving social pressure to cheat or not cheating and fifth is being aware of the effectiveness of dishonest policies in learning.). As a result, all factors predict cheating (Passow, Mayhew, Finelli, Harding, & Carpenter, 2006). However, Harding et al. also conducted a study explaining engineering and humanities students' decisions when engaging in fraud. And the results completely support the use of the TPB model in prediction (Harding, Mayhew, Finelli, & Carpenter, 2007). Furthermore, scholars like Stone et al. (2009), Raja - Kanagasabai and Roberts (2015) and most recently, Cronan et al. (2018) expanded the TPB model for their research by including a new variable. The results have contributed both academically and practically.

The factors influencing students' plagiarism.

Plagiarism is the act of presenting or reproducing another person's work or work without citing the source or converting it into his own property. On the other hand, the behaviour identified by several studies is an individual's response to external influences (Rosenblueth, Wiener, & Bigelow, 1943). Ryan et al. (1943) suggests that the existence of academic misconduct in universities, especially in the form of plagiarism and fraud (Ryan, Bonanno, Krass, Scouller, & Smith, 2009).

In TPB, intentions are considered to be primary considerations of behaviour and are seen as an essential factor in the model when they directly influence behaviour (Ajzen, 1991; Beck & Ajzen, 1991). It is possible to understand plagiarism intentions as personal awareness and consideration, or in other words, motives before making a decision or committing a plagiarism act. Intention and behaviour are directly related when measured under similar specific conditions in relation to actions, objectives, contexts, and timeframes (Fishbein & Ajzen, 1975). According to Ajzen, all acts are due to personal intent (Ajzen, 2011). From there, the analysis of this factor contributes to the **hypothesis**: *Intention has a positive influence on plagiarism behavior.*

With the research overview, we can define that justification reflects the views, arguments to justify, and proofs or reasons for plagiarism. Furthermore, Stone et al. argue that justifications have a direct effect on behaviour. The authors' results show that the justification has significantly explained the fraudulent acts, notably plagiarism (Stone, Jawahar, & Kisamore, 2009). According to Raja-Kanagasabai and Roberts's study, there is also the same view that justifies an equally powerful behavioural impact (Rajah-Kanagasabai & Roberts, 2015). Stone et al. also tested a structural model with paths from attitude, subjective norm and perceived behavioral control leading to intention and justification. Then, justification will be the direct path to behaviour (Stone, Jawahar, & Kisamore, 2009). From there, the analysis of this factor contributes to the **hypothesis**: *Justification has a positive influence on plagiarism behavior.*

In the context of academic misconduct, subjective norms are defined as the standards or expectations of an individual's perceptions and mindsets that are in line with academic requirements, which impact engaging a plagiarism-related behaviour. Ajzen suggested that influences by subjective norms on behaviour are

acceptable(Ajzen, 2011). In his research on misconduct, Whitley discovered a direct relationship between subjective norms and plagiarism. Specifically, his review while examining 16 students showed that students are aware of the social norms of ignoring plagiarism more than those less aware of the social rules for combating plagiarism(Whitley, 1998). Since then, the analysis of this factor contributes to the **hypothesis: Subjective norm has a positive influence on plagiarism behavior.**

Raja-Kanagasabai and Roberts suggest that subjective norms exhibit pressure from others to engage in behaviour and increase the intention to participate in a behavior(Rajah-Kanagasabai & Roberts, 2015). Beck and Ajzen also suggest that subjective norms have an influence on the idea to perform a behaviour. Subjective standards lead to a strong intention to perform specific behaviours(Beck & Ajzen, 1991). Hence, this factor analysis contributes to the **hypothesis: Subjective norms has a positive influence on intention.**

Harding et al.(2007), as well as Beck and Ajzen (1991), noted that subjective norms and attitudes were highly correlated. Justification is a new factor introduced into the TPB model according to the research by Rajah-Kanagasabai and Roberts. That research suggests subjective norms have an influence on justification(Rajah-Kanagasabai & Roberts, 2015). Since then, this factor analysis further contributes to the **hypothesis: Subjective norm has a positive influence on justification.**

Attitude is also one of the factors affecting plagiarism. The plagiaristic attitude in this study is understood as the feelings and assessments of an individual, which can be negative or positive towards academic plagiarism. According to Ajzen, TPB theory considers behaviour to be voluntary, so it is influenced by attitude(Ajzen, 2011). Stone et al. (2009) and Harding et al. (2007)also found attitudes to predict fraud. In addition, Whitley shows that students who commit plagiarism are more positive about cheating than the one who does not(Whitley, 1998). Not only that, but a study by Simon et al. also found that students who have a good attitude to academic policies are less likely to commit fraud than those who do not consider it to be fair. When an individual has a positive attitude toward the behaviour, the people close to that person and the society also have a favourable view of the behaviour. And that behaviour is, in the end, a function of the attitude towards performing the behaviour in that situation(Simon, Carr, McCullough, Morgan, Oleson, & Ressel, 2004). Hence, it is safe to say, this new factor analysis contributes to the **hypothesis: Attitude has a positive influence on plagiarism behavior.**

Most scholars argue the individual's intention is related to attitude. According to Fishbein and Ajzen, ignoring or condemning students' academic misconduct is more or less likely to form an intention to engage in fraud or plagiarism [18]. Storch and Storch have discovered a strong link between the intention to engage in academic misconduct and the attitude of accepting such behaviours(Simon, Carr, McCullough, Morgan, Oleson, & Ressel, 2004). Stone et al. found that attitudes are predictive signs of fraud. Attitude leads to strong intention to perform specific behaviours(Stone, Jawahar, & Kisamore, 2009). Hence, this factor analysis contributes to the **hypothesis: Attitude has a positive influence on intention.**

A few studies have suggested the effect of attitude on justification. For example, Rajah-Kanagasabai and Roberts's research confirms that attitudes affecting behaviour through intermediaries are merely excuses(Rajah-Kanagasabai & Roberts, 2015). In the same opinion, Stone et al. stated that attitude is one factor that explains 28% of the justifications(Stone, Jawahar, & Kisamore, 2009). From there, the analysis of this factor contributes to the **hypothesis: Attitude has a positive influence on justification.**

The final factor appearing in the TPB theory is perceived behavioral control. The definition of perceived behavioral control represents a sense of awareness in the process of thinking to make a decision to conduct plagiarism. According to Beck and Ajzen, perceived behavioral control causes a direct effect on behaviour(Beck and Ajzen, 1991). Stone et al. also co-points the above for that perceived behavioral control that strongly impacts behaviour(Stone, Jawahar, & Kisamore, 2009). Furthermore, Ajzen and Fishbein also asserted that in TPB theory, perceived behavioral control impacts behaviour(Ajzen & Fishbein, 2005). The results of the study of Forward (2009), Whitley (1998) show that perceived behavioral control is a very obvious prediction of behaviour. From there, this further contributes to the **hypothesis: Perceived behavioral control has a dimensional influence on plagiarism behaviour.**

According to Ajzen, perceived behavioral control can affect intention. All individuals are alike, so wanting a high level of cognitive control needs to enhance a person's intention to perform an action. And when cognitive-behavioural control is genuine, it provides useful information about the actual control that a person can perform in situations and consequently can be used as a direct prediction of behaviour (Ajzen, 2002). But perceived behavioral control, or easy or difficult levels of awareness, can affect the degree of intent and the relationship between intention and behaviour (Stone, Jawahar, & Kisamore, 2009). The individual himself also has a great sense of control and a favourable condition for the conduct of behaviour, the stronger the intention to engage in the behaviour. Hence, this factor analysis contributes to the **hypothesis: Perceived behavioral control positively influences intention.**

Awareness of behavioural control is also a predictor of justifications, indicating that measures that can lead to behaviour become difficult or at least raise the perception that the type of behaviour is dishonest (Rajah-Kanagasabai & Roberts, 2015). Stone et al. concur with this idea and point out that perceived behavioral control is a factor influencing justification (Stone, Jawahar, & Kisamore, 2009). Hence, this factor analysis contributes to the hypothesis: *Perceived behavioral control positively influences justification.*

There are ongoing debates about whether students engage in fraud can share common characteristics (Brown, 1995). The evidence then suggests that some demographic factors may help predict or explain student fraud (Park, 2003). There are many studies such as Calabrese and Cochran (1990), Buckley et al. (1998), Straw (2002) show that the role of gender has an influence on individual behaviour. Age and school year are too among the factors that control behavioural decisions in a number of previous research (Brown, 1995, Straw, 2002; Haines, Diekhoff, LaBeff, & Clark, 1986). Several studies have then shown that learning ability is also one of the determinants of behaviour. Straw found that cheating was more common among students with lower GPA than those with higher grades (Straw, 2002). In addition, previous studies have found the relationship between student's part-time job and academic performance is negative (Stern, Finkelstein, Stone, Latting, & Dornsife, 1995; Carr, Wright, & Brody, 1996). Therefore, this paper uses the following factors: gender, school year, sector, current GPA and part-time job as a control variable for the plagiaristic dependent variable. From there, the research team hypothesized H12: *There is a difference between personal characteristics in intention, justification, and plagiarism behavior.*

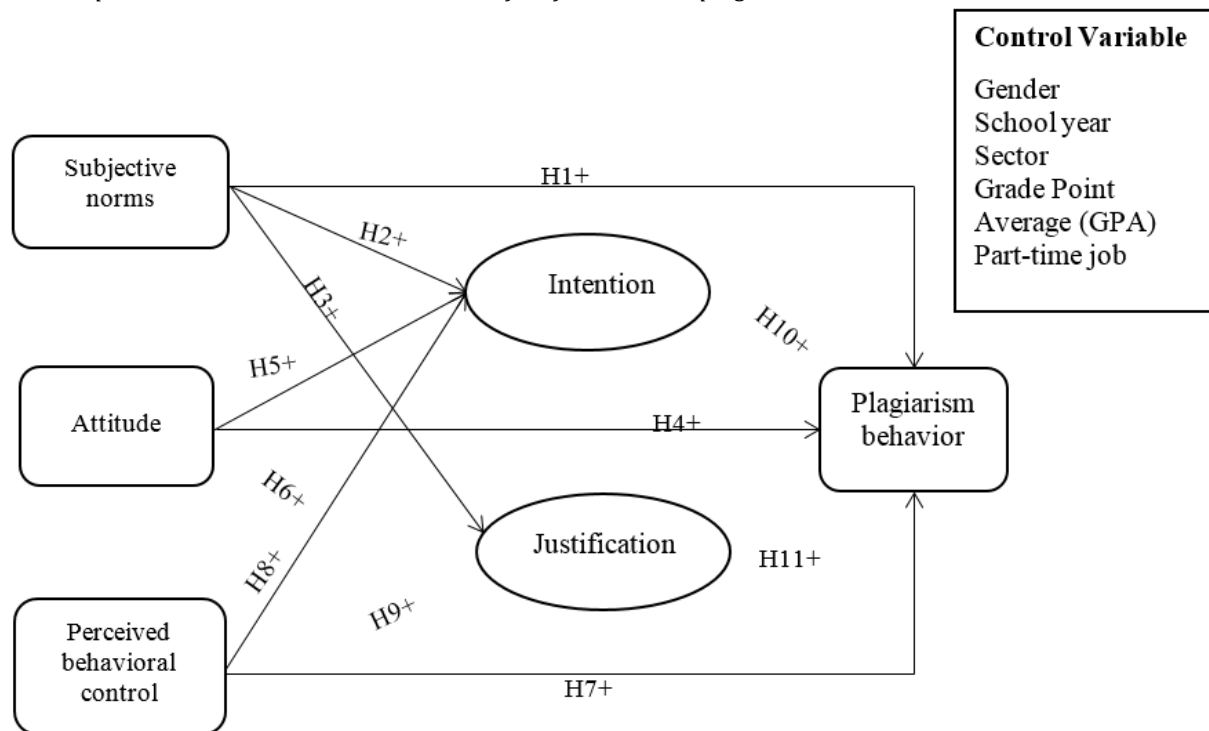


Figure 1. Proposed model

III. METHODOLOGY

Sampling

To create objectivity, the research team surveyed students studying at 7 universities in Vietnam to find out the relationship between plagiarism and the factors that influence it. The universities surveyed are economic and technical. Survey survey through two main forms: live streaming at the school and use the online questionnaire form. The total number of votes collected was 921, after eliminating the inappropriate votes, the total number of votes used for analysis was 845 (reaching 91.74%). This includes 485 online votes (accounting for 57.39%) and 360 direct votes (accounting for 42.61%). The characteristics of the sample are described in Table 1.

Table 1. Sample

		The number (students)	Percentage (%)
Gender	Male	384	45,4
	Female	461	54,6
	Total	845	100
Year	Freshman	174	20,6
	Sophomore	208	24,6
	Junior	263	31,1
	Senior	183	21,7
	Other	17	2,0
	Total	845	100
Sector	Economics	421	49,8
	Technical	424	50,2
	Total	845	100
Grade Point Average (GPA)	Poor	60	7,1
	Average	300	35,5
	Good	394	46,6
	Very good	69	8,2
	Excellent	22	2,6
	Total	845	100
Part-time job	Yes	514	60,8
	No	331	39,2
	Total	845	100

Method

This research used qualitative and quantitative research methods. Through statistics, comparison, synthesis of previous studies, the authors-built models and formulated research hypotheses. Survey data through questionnaires were analyzed, evaluated and synthesized with the support of SPSS and AMOS software, namely tools such as: analyzing the reliability of the scale via Cronbach's Alpha coefficient, exploratory factor analysis (EFA), confirmatory factor analysis (CFA), scale structure model (SEM) and difference analysis (ANOVA, MANOVA) to test the hypotheses.

IV. RESULTS

The results of the reliability analysis of the scale

According to the analysis results, in the "Subjective norm", the second type of observed variables has a total correlation coefficient of 0.049 (less than 0.3), keeping the other two observed variables. As for "Plagiarism behavior", there are 5 observed variables with total correlation of less than 0.3 are excluded from the scale. Besides, other observed variables have a Cronbach's Alpha coefficient of 0.690 (greater than 0.6) so the scales can be used. In addition, the independent variable "Perceived behavioral control" has Cronbach's Alpha coefficient of 0.762 in the range of 0.7 - 0.8, and the correlation coefficients of variables are all greater than 0.3 because that scale can use relatively well.

On the other hand, variables "Intention", "Justification", "Plagiarism behavior" all have Cronbach's Alpha in the range of 0.8 - 1, so the scales are interconnected and are measurement scales. good measure.

Thus, after removing unsatisfied observation variables, the team checked the reliability of the scale again. After checking, Cronbach's Alpha values show that the remaining scales are acceptable, ensure the reliability and can be used for subsequent analysis.

Exploratory Factor Analysis (EFA)

Exploratory Factor Analysis in the first time, KMO coefficient = 0.990 > 0.5 and Sig = 0.000 represent a high level of significance. However, the results show that many variables still have load coefficients smaller than 0.5, so some variables need to be removed.

After eliminating unsatisfactory variables, the final results are as follows: KMO coefficient = 0.889 > 0.5 and Bartlett's test with Sig = 0.000 < 0.05 proves that the observed variables are correlated in the whole and are suitable for EFA implementation. The number of factors drawn is 6 in accordance with the initial expected number, the observed variables all have factor load factor satisfying conditions greater than 0.5. The total variance extracted is 51,104% > 50% which means that 51,104% change of factors is caused by observed variables.

Confirmatory Factor Analysis (CFA)

The measurement scales from the above EFA analysis are subject to positive factor analysis (CFA). The analysis results show that CFA gives 174 degrees of freedom, the model has CMIN = 508,338; CMIN / df = 2,921 < 3; P-value = 0,000 < 0.05. The CFI index = 0.945 > 0.9; TLI = 0.934 > 0.9; RMSEA = 0.048 < 0.08. Therefore, confirming the model responds well to market data.

The results of testing the discrimination of variables in the model are shown in Table 2. The correlation coefficient values squared between conceptual pairs are smaller than the AVE values of each concept. With the AVE value of the concepts in turn is: Plagiarism acts = 0.49; Intention = 0.62; Justification = 0.48; Subjective standards = 0.58; Attitude = 0.47; perceived behavioral control I = 0.45. Most of the estimated correlation coefficients associated with the standard error (SE) give p < 0.05, so the correlation coefficient of each pair of concepts is different from 1 at the general reliability has met request > 0.6; extracted variance is > 50%, the scales meet the reliability and value requirements for testing the next hypotheses.

Table 2. Discrimination tests

Correlation	Correlation coefficient	The square of the correlation coefficient	S.E	C.R	P
Justification<--->Plagiarism behavior	0,593	0,352	0,029	11,065	< 0,001
Justification<--->Perceived behavioral control	0,578	0,334	0,025	10,065	< 0,001
Justification<--->Intention	0,602	0,362	0,031	11,465	< 0,001
Justification<--->Attitude	0,462	0,213	0,026	7,299	< 0,001
Justification<--->Subjective norms	-0,09	0,008	0,014	-0,233	0,816
Plagiarism behavior<--->Perceived behavioral control	0,392	0,154	0,022	7,953	< 0,001
Plagiarism behavior<--->Intention	0,546	0,298	0,033	11,001	< 0,001
Plagiarism behavior<--->Attitude	0,331	0,109	0,023	5,935	< 0,001
Plagiarism behavior<--->Subjective norms	-0,097	0,009	0,018	-1,912	0,056
Perceived behavioral control<--->Intention	0,497	0,247	0,025	9,722	< 0,001
Perceived behavioral control<--->Attitude	0,378	0,143	0,020	6,288	< 0,001
Perceived behavioral control<--->Subjective norms	0,012	0,000	0,012	0,286	0,775
Intention<--->Attitude	0,452	0,204	0,028	7,350	< 0,001
Intention<--->Subjective norms	-0,143	0,020	0,024	-2,394	0,017
Attitude<--->Subjective norms	-0,051	0,003	0,013	-1,051	0,293

Structural Equation Modeling(SEM)

The model shown in Figure 3 has 175 degrees of freedom with CMIN = 567,110; CMIN / df = 3,241 > 3, the indicators: GFI = 0.937; CFI = 0.936; TLI = 0.923 is greater than 0.9 not really suitable. Therefore, the group

has adjusted the relationships with MI > 6 so that the indicators have results consistent with the research model. After the second SEM run, the coefficients are all back to the appropriate level, detailed results in Table 3 below.

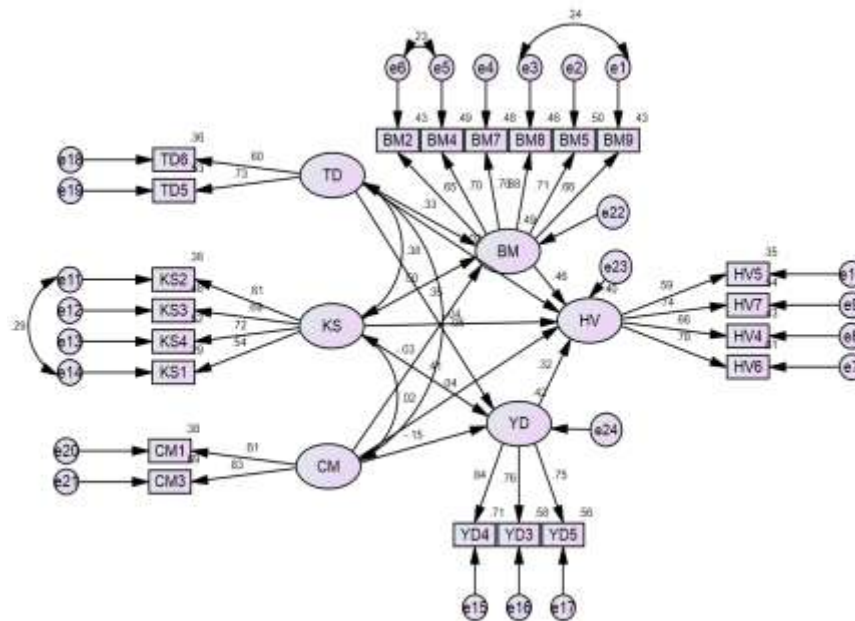


Figure 3. SEM analysis

Table 3. Results of evaluating the appropriateness of the research model with the data

	CMIN	df	CMIN/Df	P	TLI	CFI	RMSEA
Standard values	>>	>0	< 3	< 0,05	> 0,9	> 0,95	< 0,08
Result	441,110	172	2,565	0,000	0,946	0,956	0,043

The hypotheses test results are presented in Table 4. Table 4 shows that the subjective norm factors, attitudes, and perceived behavioral control do not directly affect plagiarism. This is different from the study of Stone et al. (2009). However, this result once again confirms the results of Ajzen [7], these factors have no direct impact on plagiarism but on plagiarism through intermediate variables. In addition, the results of the paper show that the subjective norm factor does not affect justification and has an opposite effect to plagiarism intentions. This result also differs from Stone et al. (2009) suggesting that subjective norm variables have a positive effect on justification and intent (Stone, Jawahar, & Kisamore, 2009). To explain this result, through in-depth interviews, the idea that this difference is completely reasonable in the new context of Vietnam. Compared to foreign countries, the issue of plagiarism in Vietnam has not really been paid much attention, the punishment for plagiarism behavior is still too light and not really clear.

Table 4. Hypotheses test results

Hypothesis	Coefficient standardized regression	P-value	Result
Subjective norm has a positive influence on plagiarism behavior.	-0,04	0,226	Rejected
Subjective norms have a positive influence on intention.	-0,15	<0,001	Accepted: Subjective norms have a negative influence on intention.

Subjective norm has a positive influence on justification.	-0,03	0,697	Rejected
Attitude has a positive influence on plagiarism behavior.	-0,02	0,818	Rejected
Attitude has a positive influence on intention.	0,35	<0,001	Accepted
Attitude has a positive influence on justification.	0,33	<0,001	Accepted
Controlling cognitive behaviour has a dimensional influence on plagiarism behaviour.	-0,04	0,836	Rejected
Perceived behavioral control has a positive influence on intention.	0,41	<0,001	Accepted
Perceived behavioral control has a positive influence on justification.	0,50	<0,001	Accepted
Intention has a positive influence on plagiarism behavior.	0,32	<0,001	Accepted
Justification has a positive influence on plagiarism behavior.	0,46	<0,001	Accepted

ANOVA test results between control variables and dependent variables Plagiarism

When checking Levene test for gender and sectoral control variables, Sig = 0.34 > 0.05 can use ANOVA analysis for these two control variables. In the ANOVA table, Sig = 0.004 < 0.05 thus confirms the difference in the average value of the plagiarism-dependent variable between the gender control variables and sectors.

For the school year control variable, Sig value = 0.054 > 0.05 however in ANOVA table, Sig value = 0.052 > 0.05 concludes there is no difference in the median value of plagiarism variable between Groups turn the school year.

Similarly, when analyzing ANOVA for two control variables GPA and Part-time job, for Levene test, the Part-time job variable has the value Sig = 0.013 < 0.05; the GPA control variable has Sig = 0.003 < 0.05 so it is impossible to use ANOVA analysis results to confirm the difference in the mean value of plagiarism dependent variable among groups of GPAs or between groups of Part-time job.

MANOVA analysis results between control variables and two dependent variables (Justification and Intention)

With the 5% significance level, gender, sector and GPA all have Sig values < 0.05, so it can be concluded that there is a difference in price. average values of justification dependent variables, intention by gender, sector and cumulative average score. As for the school year factors and the degree of part-time job, there are Sig > 0.05, so it is confirmed that there is no difference in the average value of the two variables depending on justification and intention by year. degree and part-time job.

With the interaction effect of Gender * School year * Part-time job, the Wilks' Lambda test is equal to 0.049 < 0.05, indicating a difference in the impact of the school year on two dependent variables by sex and part-time job. For interaction effects Gender * GPA * Part-time job, Wilks' Lambda test results with Sig value = 0.002 < 0.05 showed that there is a difference in the effect of the cumulative average score on the two dependent variables. By gender and part-time job. Similarly, there is a difference in the school year effect on the two dependent variables according to the cumulative GPA and the part-time job because the Sig value of the Wilks' Lambda test is less than 0.05.

In addition, other interaction effects between gender, school year, cumulative grade point average, industry sector and part-time work all have Sig value in Wilks' Lambda test < 0.05 so the research team concludes There is no difference in "justification" and "intent" between these groups of variables.

Thus, there is a difference in personal characteristics in plagiarism's intentions, justifications and acts. However, for plagiarism there are only differences according to gender and sectoral control variables. As for the intention and justification variables there are differences according to the variables controlling gender, sector and cumulative average score.

V. DISCUSSION AND CONCLUSION

The results of previous studies are not only recognized but at the same time also indicate some differences when varying the context. To be specific, this study also agrees with Stone et al.'s view that adding justification variables to the model and its direct impact on behaviour is perfectly reasonable (Stone, Jawahar, & Kisamore, 2009). Justification involved in predicting behaviour to a degree higher than intended. According to Raja-Kanagasabai and Roberts's research also have the same view that justification has a relatively strong impact on behaviour (Rajah-Kanagasabai & Roberts, 2015). Previous research results (e.g., Haines et al. [31]; Labeff et al., 1990; Meng et al., 2014) confirm the role of important justifications in shaping misconduct.

On the other hand, this study agrees with Stone et al. (2009) that the influence of subjective norm factors, attitudes and control of cognitive behaviour is related to justification, in contrast to research findings by Raja-Kanagasabai and Roberts (Rajah-Kanagasabai & Roberts, 2015). But compared to this result, the subjective norm has an impact on the justification of disapproval.

In addition, the results of this study concur with the views of Bandura et al. (1977); Bandura et al. (1980) that cognitive control behaviour comprises the most influential factor on behaviour and vice versa, in the studies of Fishbein (2000); Fishbein and Yzer (2003); Ajzen and Fishbein [23].

Differences in demographic variables like gender, school year, industry, GPA or additional work also affect the dependent variable, which is plagiarism. In other words, students with different gender, school year, subjects, academic results, are currently having a job or not will have a different awareness about plagiarism. The research team uses this result as a new point of the topic and is the basis of access for further study.

The research foundation is based on Ajzen's planned behaviour theory (1991) that serves the study goal. The results purportedly show that the extended research model according to TPB theory is quite appropriate. Except for subjective norms, the remaining variables all affect plagiarism. The analysis results also show that justification increases the power to explain the TPB model. Therefore, researchers can consider this as a reference model, adding new factors for following studies on plagiarism in Vietnam.

In addition, this research reviews the status of plagiarism behaviour by students at universities in Hanoi in the context and time now. The wrongdoing learning method can be lessened by configuring *plagiarism*, altering the perception of *subjective norms* relating to plagiarism rate, and increasing control of students' cognitive behavior on their plagiarism, for example, emphasizing the consequences of plagiarism. Understanding and alleviating misconduct in learning (including plagiarism) is critical to promoting ethical actions and future leadership values. Aware of this, stakeholders (such as universities, students) will provide solutions as well as processing to limit the status of plagiarism.

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