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**STUDENT PERCEPTIONS OF THE SUB-ELEMENT OF INTEGRITY : CASE  
STUDY AT UNIVERSITY MALAYSIA PAHANG**

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**ABSTRACT**

This study aims to key out the perceptions on the integrity of the elements that comprise the discipline, responsibility and honesty. This study used a survey method using questionnaires. 138 respondents were chosen through random sampling. Data were analyzed descriptively involves measuring the mean, standard deviation and correlation. The results showed that a large number of respondents indicated that the factor of integrity takes on a significant role in the forming of individual identity. These components need to be raised from time to time so that positive values will not vanish from the psyche.

**Keywords: Students, integrity, students' performance**

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## INTRODUCTION

Integrity is the main pillar of a country's prosperity. In General, integrity can be decided as the honesty and transparency of any sort of fraud. According to Michael Heng in the national integrity plan (2004), integrity is a superior quality that survives as a whole and focuses on the individual and the organization. It is set up on the ethics in action a day. Integrity is a concept in ethics reasoning (Widang & Fridlund, 2004) due to its integrity are closely related to the formation and strengthening of good ethics.

According to the Commission on integrity (2013), integrity are properties that there needs to be someone to form a private are perfect. Integrity aspects of sincerity, transparency, trust, truth, stick to principles and not easily influenced. Integrity is also a guideline or goals that used to make a decision that depends on the accuracy and honesty.

The study issued by the Transparency International reveals that there is a tight correlation between corruption and poverty, which is corruption happen spurred by factors of poverty (report on the Corruption Perception Index, 2006). Review in 2012 registered CPI index by 4.9 and be in a position 54 of 176 countries. This shows in 2012 happens to an increment in the CPI index for the year 2010 (report of the Corruption Perception Index, the 2012).

In May 2010 for the first time the Ministry of higher education Malaysia launched guidelines for Academia related affairs of academia in the public and private education institution (Utusan online, 2010). Established in the guidelines for the academic integrity, there are half a dozen core values of academic integrity set out as guidance academics the value trust, wise, accountability, respect, transparent and honest. Should be, cultivate integrity not only among academics. It should be extended to the students. This is because students also act a role in assuring the success of the enculturation of academic integrity as the passport of the Minister of higher education Minister Datuk Seri Mohamed Khaled Nordin (2010), whereas academic integrity among students is important because if a pupil is having high integrity, they will be capable to create a culture of excellence in academic achievement and personality. Therefore, this work is designed to identify students ' perception of the value of integrity and review the case studies preliminary in a University only.

## METHODOLOGY

The study is quantitative in nature, using questionnaires. Respondents made up of 138 people undergraduate Faculty of civil engineering and natural resources, Universiti Malaysia Pahang. The total population of students in the Faculty of 220 people students. Below is the formula utilized to set the number of samples:

$$S = \frac{X^2 NP (1-P)}{d^2 (N-1) + X^2 P (1-P)}$$

S = Number of Sample

$X^2$  = The *Chi Square* with significant degree of .10 = 2.71 .05 = 3.84 .01 = 6.64 .001 = 10.83

N = Number of Population

P = Proportion of maximum population 50 %

d = Significant level in this case used 5%

Through the study, the researchers used a questionnaire where respondents are required to choose the right answer. Researchers chose this method because the survey form easily administered, requires no skills respondents to produce adequate ideas through writing and facilitate the process of breaking down the data. Questionnaire design consists of four divisions, namely, section A, part B, part C and part D.

#### Part A

This section consists of questions related to respondents ' profile such as age, gender, and year of study.

#### Part B, Part C and Part D

This part contains questions concerning the domain integrity, chosen field of responsibility and honesty. At that place are five answer options based on the degree of accuracy of the respondent as in table 1 below.

Table 1: Likert Scale to determine out the accuracy based on respondents ' self

Accuracy Scale Respondents	Code	
Not right with myself	(NR)	1
Less accurate with myself	(LA)	2
Almost exactly with myself	(AE)	3
Right with myself	(R)	4
Very accurate with myself	(VA)	5

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RESULT AND DISCUSSION

The Background Of The Respondents

Profile of respondents is shown in table 2 and 3 below. Based on table 2, the number of male respondents was a total of 40 people, namely 29 per cent and the female respondents a total of 98 people, 71 percent. The act of male respondents less than female respondents as the act of male scholars as a whole for the year 3 Faculty of public and natural resources Problem is a total of 80 students and female students a total of 147 student.

Table 2: Gender Distribution of Respondents

Gender	Amount of Respondent	
	Amount	Percentage (%)
Male	40	29
Female	98	71
TOTAL	138	100

Table 3 presents the distribution of achievement cumulative grade point average (CGPA). Based on studies performed the highest percentage obtained CGPA was among students by 2.5-3.0 which is a total of 63 people students or 45.7 percent, while the lowest number was 9 people students or 6.5 per cent, i.e. a CGPA of 2.0 to 2.5. Overall, based on this study in terms of the profile of the respondents showed a CGPA of undergraduate level moderated between 2.5-3.5 at 80.5 percent or 111 respondents.

Table 3: Performance Distribution Cumulative Grade Point Average (CGPA)

CGPA	Amount of Respondent	
	Amount	Percentage (%)
4.0 – 3.5	18	13
3.5 – 3.0	48	34.8
3.0 – 2.5	63	45.7
2.5 – 2.0	9	6.5
TOTAL	138	100

STUDENT PERCEPTION OF THE ELEMENTS OF INTEGRITY

There are several elements that are reviewed in this section which involves student views to integrity includes discipline, responsibility and honest. Each student has their own views on the elements under review. This is because these elements are closely related to themselves as a respondent.

i) Discipline

Discipline is the first element under review. The survey found nearly half of undergraduates stated that these ingredients are extremely accurate with themselves at 43 per centime. While 35 percent said these elements almost right with themselves while the lowest percentage was 0.5 per cent expressed the elements contained in the field of study is not accurate with themselves. Grounded along the resolutions of this survey, indicates that about 95 percent of the respondents were disciplined. This can be viewed on the basis of table 4 below.

Table 4: Student Perception of Discipline

No	Items	NR (%)	LA (%)	AE (%)	R (%)	VA (%)	Min	SD
1	I've followed all the rules	0.00	8.7	50	31.9	9.4	3.42	0.781
2	I feel guilty if abetting in violation of university regulations	0.00	2.9	35.5	47.8	13.8	3.72	0.733
3	I think that discipline can improve productivity	0.00	2.9	22.5	48.6	26.1	3.98	0.778
4	I prefer to complete tasks assigned lecturer of empty talk	2.9	8.0	42.8	37.7	8.7	3.41	0.869
5	I even abide by the rules of recitation even had a friend who did not mind	0.00	2.9	31.9	44.9	20.3	3.83	0.782
6	I like to follow the rules set because it taught me discipline	0.7	3.6	38.4	42.0	15.2	3.67	0.803
7	I will submit to the procedures in the laboratory even though it annoys	0.00	2.2	24.0	47.1	26.1	3.97	0.773
OVERALL PERCENTAGE		0.5	4.5	35.0	43.0	17.0	3.71	0.559

ii) Responsibilities

Zamrah (1999) showed that a positive attitude can produce a brilliant and visionary. Based on the results of the study (table 5) against elements of responsibility found 48 per cent students stating these elements right with themselves while only 5 percent expressed this element deficient with themselves. In addition, 28 percent of respondents expressed this element almost right with themselves. Thus, the outcomes of this study show that students of Universiti Malaysia Pahang are the person who is responsible for carrying out the tasks presented. According to Azrul (1988), one of the student's success in the area, he is the formation of attitude, where attitudes have a substantial kinship with the responsibility to understand and complete the tasks presented. In addition, a student in charge of studies, will always complete assignments, always present in the class, eager to learn and strive in his studies (Kamaruddin, 1997).

Table 5 : Student perception of Responsibility

No	Items	NR (%)	LA (%)	AE (%)	R (%)	VA (%)	Min	SD
8	I feel guilty if they do not fully realize the assignment made by the reader	0.00	3.6	30.4	42.8	23.2	3.86	0.815
9	I am sure that each task is completed within the required time frame	0.00	4.3	18.1	49.3	28.3	4.01	0.801
10	I do not like to see friends casually work	0.00	8.0	33.3	41.3	17.4	3.68	0.854
11	Into the habit of doing my work in earnest	0.00	5.1	29.0	50.0	15.9	3.77	0.776
12	I am willing to usurp the responsibility given	0.00	3.6	22.5	55.1	18.8	3.89	0.742
13	I appreciate the government's policy as a student	2.9	2.2	39.9	43.5	11.6	3.59	0.835
14	I stated the head of the group, if there are matters that involve my work flow	0.00	4.3	25.4	52.9	17.4	3.83	0.760
OVERALL PERCENTAGE		0.4	4.5	28	48	19	3.80	0.58

iii) Honest

The third element under review is honest. Honest plays an significant part in producing students capable of strong molding. Grounded along the outcomes of the study found 47 percent said these elements right with themselves and 5 percent expressed this element of inaccurate and deficient with themselves. In addition, 35 percent expressed almost exactly with themselves. As a consequence of this survey indicated that overall student UMP in charge of duties and abide by the principles that have been put. This can be viewed on the basis of table 6 below.

Table 6: Student perception of Honest

NO	Items	NR (%)	LA (%)	AE (%)	R (%)	VA (%)	Min	SD
15	I'll be dependable if not met in any lawsuit	0.7	4.3	42.8	34.8	17.4	3.64	0.845
16	I would be embarrassed if not honest in action	0.7	2.2	34.1	47.1	15.9	3.75	0.772
17	I feel guilty if not honorable in our language	0.00	0.00	31.2	48.6	20.3	3.89	0.712
18	I am willing to accept the risk that the truth of our words	0.00	2.9	28.3	52.2	16.7	3.83	0.734
19	Honesty in our words are important criteria for progress in education	0.00	0.7	23.2	52.9	23.2	3.99	0.704
20	I do not disclose confidential information about the task to not be	0.7	1.4	22.5	44.9	30.4	4.03	0.810
OVERALL PERCENTAGE		0.4	2	30	47	21	3.85	0.56

#### THE RELATIONSHIP BETWEEN GENDER WITH STUDENT ACHIEVEMENT

Statistical analysis the relationship between gender with student achievement found that there is a significant relationship. Is the coefficient of correlation between gender with student is  $r = 0.145$ ,  $p = 0.045$ . It shows gender influence the achievements by students.

Table 7: Relationship between Gender with Student Achievement

Factor	Correlation ( $r$ )	Significant level ( $p$ )
Gender	0.145*	0.045

\* Significant at confidence level 0.05

The study carried out by Rohani Arbaa (2010), shows that there are significant differences between male and female students in the full range of learning them. In addition, the study conducted by Rowe (2002: 2000) and MacDonald et al. (1999) demonstrated that male children are less committed to the education and they are more at risk of having low academic achievement.

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THE RELATIONSHIP BETWEEN THE ACHIEVEMENT OF STUDENTS WITH THE ELEMENTS OF INTEGRITY

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i) Discipline

Discipline is an action that shows the proper behavior and obedience to the rules that have been set. Among the index numbers in these elements is in conformity with the stipulated time, comply with the prescribed order at disciplinary, complete the tasks in the order specified and in writing or academic study.

Table 8 shows the Correlation Analysis to see the relationship between the achievement of students with discipline. Is the coefficient of correlation between the accomplishment of students with discipline is  $r = -0.184$ ,  $p = 0.030$ . There is a significant relationship between the achievement of student discipline. It is proven that if scholars possess the attitude of discipline in their achievements which will affect higher achievement. This is because the subject plays an significant part in forming good behavior and hence will make students consistent in bearing out their jobs.

According to S. Samuel Peng (1993), performance, academic students very related to discipline students. A good level of discipline is promising positive results as well as vice versa. In addition, the results of a study conducted by Sousson, Helen (1995) in Florida found that the emphasis on self-discipline to improve academic achievement. This is because a student is disciplined be able to control his character and thus enable them to concentrate on their studies.

Table 8: Relationship between discipline, responsibility and honest with student achievement

Factors	Correlation ( $r$ )	Significant level ( $p$ )
Discipline	-0.184*	0.030
Responsibility	-0.194*	0.023
Honest	-0.194*	0.023

\* Significant at confidence level 0.05

ii) Responsibilities

Responsibility is the attitude and behavior of an individual in carrying out their tasks and duties that should be done to themselves and society. Established on the findings of this study, responsibilities and achievements of students receive related, if pupils are responsible for themselves and their education, in terms of academic achievement also increased or maintained.



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Table 8 shows the relationship between the responsibility for the achievement of students. Based on this table there is a significant relationship. This implies responsibilities and achievements of students are interconnected at the correlation  $r = 0.194$ ,  $p = 0.023$ .

The study carried out by Julie Sprinkle (2009), found there is a positive relationship between student responsibilities the achievement at the University. Sukiati (1993) says there are six key factors in responsibility. Such elements include the character work, willingness to tolerate risk, performing their duties provided, in the rules of life, survival and commit social. These factors play an important role in shaping the attitude of responsibility.

### iii) Honest

Honest refers to conduct that is based on disabled make themselves credible does one person in terms of words, actions and work carried out. Honest attitudes play a significant part in order to achieve success in a subject or attempt. This attitude will be forged through experience or phenomena travelled.

Table 8 presents the relationship between honest with the accomplishment of students. Is the coefficient of correlation between the accomplishment of students with honesty is  $r = -0.194$ ,  $p = 0.023$ . Thither is a substantial relationship between students ' achievement, honest ingredients. It is proven that if scholars hold an honest attitude in ourselves will affect their achievement, high achievement is vice versa.

A survey conducted by Norhani Bakri et al (2005), to identify the cause of poor learning performance among the students found that one element is the attitude of trust against yourself. In the study found trust plays a significant character in student accomplishment.

The outcomes of this study showed that the ingredients carried in the integrity play an important function in creating community and high-value human capital regardless of nationally or internationally. Discipline, responsibility and honest interconnected in the melding of individuals. If an individual does not hold these values in itself, this will create a company with low integrity. In addition, through these elements can also build up a companionship that is civilized, moral and have respect for each other.

## CONCLUSION

In terms of the average of the three values is examined at a restrained grade. Although nearly half of the respondents who said 'right' and 'very accurate' but this presents the notion that having an initial step to increase this share. This is because the subject of integrity is one of the subjects that are significant because this will disable the impairment of the function of the system. The outcomes of this survey show that pupils deliver a positive position on these factors.

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