



Academic Cheating in School: A Process of Dissonance Between Knowledge and Conduct

Andrian Pramadi

State University of Malang,
University of Surabaya

Marthen Pali

Pelita Harapan University

Fattah Hanurawan

State University of Malang

Adi Atmoko

State University of Malang

Doi: 10.1515/mjss-2017-0052

Abstract

Academic cheating behavior in schools have been discussed and reported. Students display academic cheating behavior during tests, quizzes, or tasks. The dynamics of academic cheating behavior is complex and not easily explained with just one factor. The external factors such as peer influence, teacher's teaching methods, parental pressure, and academic climate are factors that interact with each other to bring out student academic cheating behavior. The grades or numbers from the tests, quizzes, or tasks are used to represent the students' academic performance in school. On junior high school, cheating is already common, generally conducted during tests or quizzes in the form of copying the answers of other students and cooperating on the test. This research is a preliminary quantitative study in the attempt to describe academic cheating behavior on 139 grade XII junior high school students. Sample collection was conducted with "multistage random stratified sampling" or graded/leveled random collection method, which is a sample collection method with population units grouped into homogeneous groups. Research results showed that there were no correlation between students' knowledge of plagiarizing behavior with the behavior appearance ($r = -0.096$, $p = 0.260$) and between knowledge of cheating behavior with the behavior appearance ($r = -0.08$, $p = 0.925$). However, there was a difference on the appearance of plagiarizing behavior reviewed from the knowledge of plagiarism ($F = 2.303$, $p = 0.038$) while there was no difference on cheating behavior reviewed from the knowledge of cheating ($F = 1.18$, $p = 0.355$). This showed that the frequency of students conducting cheating or plagiarizing behavior was not merely based on their level of knowledge.

Keywords: academic cheating, cheating behavior, plagiarizing behavior, Process of Dissonance

1. Introduction

Academic cheating behavior in schools has often been discussed or reported. Academic cheating is displayed in two forms, including cheating behavior such as coping the answers of others and plagiarizing behavior such as citing a source incorrectly during working on tasks. Students display

academic cheating behavior during quizzes, tests, or tasks. The dynamic of academic cheating behavior is complex and difficult to explain with just a factor, such as the factor of student. Factors outside the students such as peer influence, teacher's method of teacher, parental pressure, and academic climate are factors that interact with each other in forming students' academic cheating behavior. Academic cheating will be displayed by students during quizzes, tests, or tasks, in which the end result will be numbers (grades). These numbers or grades are used to portray the students' performance in school.

In junior high school, cheating is already common, usually conducted on quizzes or tests in the form of copying the answers of others and working together. Many students already know that cheating behavior during quizzes/tests have prohibited. Meanwhile, the academic cheating in the form of plagiarizing behavior has not yet known by students and it is conducted during written tasks or assignments. In the research conducted by Pecorari (2003), the plagiarizing behavior was often displayed unintentionally. Unintentionally is a reflection of ignorance. The preliminary survey by the research resulted in that almost 90% of the students knowing that it is cheating but 72% of them still cheat.

Lately the frequency of academic cheating behavior in junior high school level increases because of the available technological advancements and the opportunity (external factors); and also the pressure to obtain high achievement (internal factor). This is often the justification for cheating or plagiarizing behavior, such as "the teacher did not inform that it was a form of plagiarism" or "the teacher let students cheat and there was no warning". Academic cheating can be viewed in daily academic life in junior high school in Indonesia. In an external context, students cheat or cooperate during tests because teachers/school do not assign consistent and proportionate penalty, therefore making students see it as an open opportunity. The displayed academic cheating behavior eventually became something "commonplace", despite cheating and plagiarizing behavior being dishonest behaviors because it includes "unfair" competition to obtain higher grades without the proportionate effort.

Researchers regarding academic cheating have often been conducted; in America researches started on the year 1941. The phenomenon of dishonest behaviors were displayed with hopes of enforcing honest behaviors in schools, forming academic integrity on academic institutes in America (Pulvers & Diekhoff, 1999). The researches of cheating and plagiarizing behavior had been conducted for a long time because the behaviors had existed for a long time as well. On the Contemporary Educational Psychology journal in the year 2002, a number of researchers on the frequency of cheating and plagiarizing behavior started on 1941, by Drake to Davis and Ludvison on 1995. Drake et al. on 1941 stated that 23% of pre-graduate students conducted academic cheating behavior, then on 1960, Goldsen also stated that 38% of pre-graduate students conducted academic cheating behavior. On 1989, Jendrek stated that 40-60% of pre-graduate students also conduct cheating and plagiarizing behavior. Jendrek on 1992 also stated that there was around 74% increase in cheating and plagiarizing behavior on pre-graduate students. Graham, Monday, O'Brien, and Steffen on 1994 stated that around 90% of pre-graduate students conduct cheating and plagiarizing behavior. Followed on 1995 by Davis and Ludvison's research that discovered the frequency of cheating and plagiarizing behavior in high school students, resulting in the finding that more high school students conduct cheating and plagiarizing behavior, concluding that most high school students conduct it (Davis, Drinan, & Bertram, 2009).

Based on the descriptions from the field researches in America, there was an increase in the frequency (%) of students conducting cheating behavior. Results on plagiarizing behavior also showed similar results, reviewed from the survey results conducted by the Center of Academic Integrity on 1999, resulting in 10% of college students conducting plagiarizing behavior. Results on 2005 showed 40% college students conducting plagiarizing behavior (Maurer, 2006). Meanwhile on 2010 (Mederich, 2011) from the survey on 40 thousand high school students, it was discovered that 60% of them cheated during quizzes/tests and it was also discovered that 34% of them cheated more than twice during quizzes/tests. Regarding plagiarizing behavior, one in three students conducted plagiarizing behavior on sources on the Internet for their assignments. This further reinforces the data that plagiarizing and cheating behavior increased from year to year, in accordance to the advancement of information-related technology. In Indonesia, reports of cheating

in the level of high school are reported in the mass media in relation to the national exam. This is because the national exam is the determinant for graduation and the grade is used as consideration for university. With such high requirement, students start to conduct academic cheating to overcome the graduation requirements.

As for the relation between cognitive dissonance and cheating behavior, cognitive behavior is the gap between belief with what is conducted or displayed. In this research, dissonance is existent between what have known as something that is prohibited but is still conducted with whatever reason. Festinger (1960, cited in Gire & Williams, 2007) stated that in a dissonance, an uncomfortable situation happens in which there are two cognitive "contents" opposite of one another. In relation with academic cheating, for example: students feel that the task cannot be completed well or on time and the way to overcome it is by copying other students' work. This is because students know that a task that is not well-made and not completed on time will result in bad grades. Bad grades affect achievement and also the views of parents and peers on students. Therefore the dissonance process is not simplistic because it is related to the "attitude change" on the student.

The researcher viewed that there was a lack of researches connecting the dissonance process with academic cheating. The phenomenon of the emergence of cognitive dissonance on academic cheating would make society understand more about how academic cheating as a complex process.

1.1 Research Questions

- Is there a dissonance process on academic cheating behavior, between knowledge and conduct?
- Is there a difference in academic cheating behavior, reviewed from the knowledge level on academic cheating?

1.2 Research Goals

- To reveal the relation between knowledge level regarding academic cheating and the frequency of academic cheating in school.
- To observe the difference in majors in high school on the emergence of academic cheating behavior.

2. Theoretical Review

2.1 The Concept of Academic Cheating

Academic cheating has two forms, which is cheating behavior such as copying answers of others and plagiarizing behavior such as citing without including the correct source. Based on the Encyclopedia of the Social and Cultural Foundation of Education (Provenzo, 2009), plagiarizing behavior includes intentional and unintentional actions in utilizing another person's work wrongly. Plagiarizing behavior is conducted in the form of replicating another person's work, copying the whole text, or even buying another person's writing and then admitting it as one's own. So the plagiarizing behavior is an inaccurate and non-thorough behavior in quoting, citing, and reporting the source being used dishonestly. Based on the Encyclopedia of Applied Psychology (Spielberger, 2004), the definition is similar, plagiarizing behavior is a failure on the writing in citing and referencing source in the writing correctly.

Regarding cheating behavior, the researcher referred to the Encyclopedia of Educational Psychology (Salkind, 2008), which was a dishonest action with the element of deceiving with the goal of obtaining benefits or superiority from other students. Then based on Psychology of Classroom learning, An Encyclopedia (Anderman, 2009), academic cheating behavior is generally displayed in four categories: information transfer between individuals, the use of assisting tools, exploitation of weakness, and copying answers or information. Commonly, cheating behavior is conducted in two activities, which are during tests/exams and homework.

Based on the depiction of the meaning of cheating and plagiarizing behavior, academic dishonesty behaviors have divided into two kinds: cheating and plagiarizing behavior. This behavior can be intentional or unintentional with the goal of obtaining better grades. The researcher will explain the relation between variables or conditions that result in cheating or plagiarizing behavior.

Cheating and plagiarizing behavior is not a planned behavior by students when they enter an educational institution. It is also not a hereditary nature (Lathrop & Foss, 2005). The behavior appears because of the number of pressure related to achievements and the fear of failure.

If in the individual factor the person is afraid of failing and the motivation is external (parental pressure/wanting to graduate), then the person may not conduct cheating or plagiarizing behavior if there is no opportunity. The opportunity to be dishonest will be stronger if there are other factors, such as situational factors such as peer that conduct cheating or plagiarizing behavior successfully and not penalized by teachers/institution, or even ignored. The combination of problems on the individual factor (fear of failure or external motivation) with situational factors (peer doing the conduct) and light penalties or inconsistent rules (factors of teacher/institution) and parental pressure with high workload (classroom context) result in an attitude to cheat or plagiarize.

The attitude to cheat or plagiarize will become a behavior or conduct that can be intentional or unintentional because of three factors in attitude, which are on adaptation, ego-defense, or self-expression. In this research, the researcher has reviewed the attitude in the frame of adaptation on the pressure of achievement or school. When students cheat and they do not know that the action is cheating behavior, then it is unintentional. If the students know and they still conduct it, then it is intentional.

On previous research by McCabe, 1999 (Hutton, 2006), students believed that dishonest or cheating behavior in school were alright because they saw the school doing nothing towards the behavior. This became a justification on cheating or dishonest behavior in school. The conclusion happened because of external or situational factors enabling students to conduct the behaviors at school.

2.2 Cognitive Dissonance

According to Festinger (1957, cited in Gire & Williams, 2007), cognitive dissonance is the discrepancy between two inconsistent cognitive elements, causing psychological discomfort or anxiety, and motivating someone to act to reduce the dissonance. The element of the dissonance is cognitive. In relation to cheating behavior, the cognitive element is knowing that cheating or plagiarizing behavior is prohibited by the other cognitive element show that there is a higher risk or damage if the cheating or plagiarizing conduct is not followed through. The other cognitive elements are situation or conditions of peers that are open and opportunities to do the conduct.

Every dissonant relation is not similar in substance, and Festinger (cited in Gire & Williams, 2007) stated that the importance level of the cognitive elements affect the magnitude of the dissonance. The more important or valuable a cognitive element, the magnitude of the dissonance relation between elements will be.

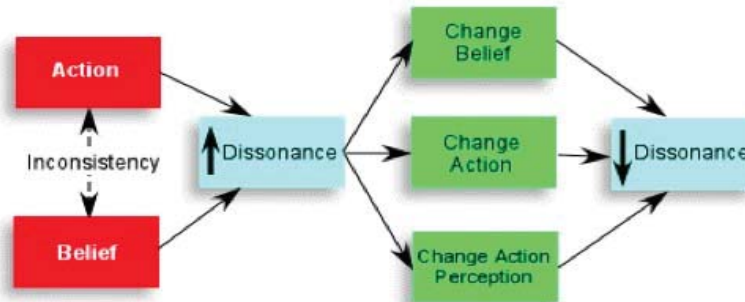


Figure 1: The Dynamics of Cognitive Dissonance (Festinger & Carlsmith, 1959)

Based on the Figure, there are three assumptions in cognitive dissonance, which is basically humans being susceptible to inconsistency between belief and action, and the inconsistency cause dissonance and the attempt to overcome it; the dissonance is overcome with three methods, which are: changing belief, changing action, or changing action perception.

3. Research Method

3.1 Instruments and Variables

This research used quantitative, non-experimental approach; with causality correlational research design. The first research design inspected the causality between variables. There were four research variables with the instrument Academic Practices Survey:

- Cheating behavior variable: how often students cheat, such as copying answers and cooperating and not reporting the higher grades from cheating. The score range is 1 (never) to 6 (always).
- Plagiarizing behavior variable: how often students plagiarize, such as citing or taking several sentences without including the sources. The score range is 1 (never) to 6 (always).
- Cheating behavior knowledge level (cheating & plagiarism). This is measured by using a number of statements, researcher have used 7 item and subjects were asked to grade them as a plagiarism or not (Yes = 1 & No = 0). The total score are from 0 to 7.
- High school majors variable.

Quantitative research design was chosen because the researcher collected data in the form of ordinal and interval data's from a large number of samples. The research was non-experimental because the researcher did not try to manipulate the relation between existing variables and aiming to discover the influence between the predictor and criterion variables.

3.2 Population and Sample

The populations of this research were high school students of the "X" Catholic high school in Malang Indonesia with the accreditation grade of A. The high school was chosen because of the adequate learning facilities and disciplinary rules and high consistency towards violations of school rules. The research subjects were students of class XII.

Sample collection was conducted using the multistage random stratified sampling technique, which is a sample collection technique by population units grouped into homogenous groups. This was conducted by randomly taking 2 "science classes", 2 "social science classes", and 1 "language class" from the XII class. At the end, the total samples were five classes from the population of the whole school with at least 150 students as the sample. In this research, only 139 students were complete in giving their data.

4. Research Results

4.1 Frequency Data

Table 1: The Score of Plagiarism, Cheating, and Knowledge Level Scores.

	Score Plagiarism	Score of Cheating	Knowledge of Plagiarism	Knowledge of Academic Cheating
N	139	139	139	139
Mean	3.3957	3.0935	3.7914	5.6043
Median	3.0000	3.0000	4.0000	7.0000
Mode	3.00	3.00	4.00	7.00
Std. Deviation	.98994	.88377	1.72145	1.87902
Minimum	1.00	1.00	1.00	1.00
Maximum	6.00	6.00	7.00	7.00

Table 2: The Score Comparisons of Plagiarizing and Cheating Behavior

Score Cheat	Frequency	Percent	Cumulative Percent
1.00	4	2.9	2.9
2.00	26	18.7	21.6
3.00	71	51.1	72.7
4.00	30	21.6	94.2
5.00	7	5.0	99.3
6.00	1	.7	100.0
Total	139	100.0	

Score of Plagiarism	Frequency	Percent	Valid Percent
1.00	6	4.3	4.3
2.00	12	8.6	8.6
3.00	62	44.6	44.6
4.00	40	28.8	28.8
5.00	18	12.9	12.9
6.00	1	.7	.7
Total	139	100.0	100.0

Table 3: The Comparison of Plagiarizing and Cheating Behavior Knowledge Levels

Knowledge of Plagiarism	Frequency	Percent	Valid Percent
1.00 (POOR)	17	12.2	12.2
2.00	15	10.8	10.8
3.00	29	20.9	20.9
4.00	33	23.7	23.7
5.00	19	13.7	13.7
6.00	16	11.5	11.5
7.00 (Excellent)	10	7.2	7.2
Total	139	100.0	100.0

Knowned of Cheating	Frequency	Percent	Valid Percent
1.00 (POOR)	9	6.5	6.5
2.00	6	4.3	4.3
3.00	5	3.6	3.6
4.00	14	10.1	10.1
5.00	15	10.8	10.8
6.00	18	12.9	12.9
7.00 (Excellent)	72	51.8	51.8
Total	139	100.0	100.0

Based on the comparison between scores and knowledge levels, descriptively it is shown that the students were quite knowledgeable about plagiarizing and cheating behavior with the score average of above 3.5 (in a scale of 1-7), while the frequency of behavior scored around 3 (in a scale of 1-6), meaning the students occasionally conduct academic cheating.

4.2 Statistical Test Results

Table 3: Results of Correlation Test Between Academic Cheating Behavior and Knowledge Level

	Knowledge of Plagiarism	Knowledge of Cheating
Cheating Score		$(r = -0.08, p = 0,925)$
Plagiarism Score	$(r = -0,096, p=0.260)$	

The result in table 3 showed that there was no relation between knowledge level of plagiarizing and cheating behavior with the behaviors in class.

Table 4: The Significance of ANOVA Test Result Between Variables.

		Social	Language
Skor Cheat	Science	p = 0.354	p= 0.028*
	Language	p= 0.001*	XXXX
Skor Plagiat	Science	p = 0.727	p= 0.993
	Language	P = 0.889	XXXX
Know Cheat	Science	p = .054	P=0.273
	Language	p=.977	XXXX
Know Plagiat	Science	p=969	p=0.233
	Language	p=0,307	

The result on that table, shows that there was a significant difference between cheating behavior on students on class of science major with class of language major and class of social major with class of language major. But between class of science and class of social majors there was no significant difference.

5. Conclusion and Discussion

5.1 Discussion

No relation between knowledge level and plagiarizing and cheating behavior showed that academic cheating behavior emerge regardless of whether students had the knowledge or not. Once more, this showed that academic cheating behavior is multifactorial. This means that a lot of factors can be the predictor of cheating behavior. This research result rejected the previous result from Pecorari's research (2003) that stated that plagiarizing behavior was often displayed unintentionally because of no knowledge regarding plagiarizing behavior.

In this research, the students of class XII were quite knowledgeable about plagiarizing and cheating behavior but they still conducted it. This meant that there was cognitive dissonance, the discrepancy or inconsistency between belief/knowledge and conduct. According to Festinger and Carlsmith (1959), the dissonance happened because of the inconsistency of social environment in reacting to the actions that contradict the belief.

Referring to McCabe's research on 1999, it seemed that the students believed that dishonest behavior in school were alright because they saw the school doing nothing (not giving penalties) on the behavior. This became a justification that dishonest behavior was alright. There were other factors aside from knowledge (individual), such as external and situational factors that enabled student to do the dishonest conducts.

5.2 Conclusion

When situational factor (peer and risk), contextual factor (class, teacher, parents, institute) meet with individual factor, this will increase the opportunity for individuals to cheat or plagiarize. Based on the results of previous researchers, academic dishonesty behavior was not simply related to individual factor but was a combination with situational factor. This reinforced that individual factor cannot become the only predictor in cheating and plagiarizing behavior. Even so, situational or contextual factor cannot be the only predictor as well. Therefore, the school should not just reinforce the individual factor (knowledge level) but also situational factor (teaching model) and external factor (scientific climate and consistency of penalty).

References

- Anderman, E.M., (Ed). 2009. *Psychology of Classroom Learning An Encyclopedia*. Macmillan Reference USA, a part of Gale, Cengage Learning
- Ajzen, I. (1991). The theory of planned behavior. *Organizational Behavior and Human Decision Processes*, 50(2), 179–211.

- Bandura, A. (1986). *Social foundations of thought and action*. Englewood Cliffs: NJ Prentice-Hall.
- Buckley, M. R., Wiese, D. S., & Harvey, M. G. (1998). An investigation into the dimensions of unethical behavior. *Journal of Education for Business*, 73(5), 284–290.
- Davis, S., Drinan, P.F., Bertram, T. 2009. *Cheating in School : What We Know and What We Can Do*. West Sussex. Wiley-Blackwell.
- Festinger, L. & Carlsmith, J. M. 1959. Cognitive consequences of forced compliance. *Journal of Abnormal and Social Psychology*, 58, 203 – 210.
- Gire, G.T & Williams T.D, 2007. Dissonance and the Honor System: Extending the Severity of Threat Phenomenon. *The Journal of Social Psychology*, 147(5), 501–509
- Granitz, N. and D. Loewy: 2007, 'Applying Ethical Theories: Interpreting and Responding to Student Plagiarism', *Journal of Business Ethics* 72(3), 293–306.
- Hutton, P.A (2006). Understanding student cheating and what educators can do about it. *College Teaching*. 54 (1) 171-176.
- McCabe, D. L. and L. K. Trevino: 1993, 'Academic Dishonesty: Honor Codes and Other Contextual Influences', *The Journal of Higher Education* 64(5), 522– 538
- McCabe,D.L. & Trevino, L., & Butterfield, K.D. 1999. Academic integrity in honor code and non-honor code environments: A qualitative investigation. *The Journal of Higher Education*, 70 : 211-234.
- Pecorari, D. 2003. Good and original: Plagiarism and patchwriting in academic second language writing. *Journal of Second Language Writing* 12: 317–45.
- Pulvers, K., & Diekhoff, G.M. (1999). The relationship between academic dishonesty and college classroom environment. *Research in Higher Education*, 40, 487–498.
- Spielberger C. (Ed). 2004. *Encyclopedia of Applied Psychology*. Elsevier.Inc
- Salkind, Neil J. (Ed). 2008.*Encyclopedia of Educational Psychology*. California. SAGE Publications, Inc.
- Trevino, L. K., & Youngblood, S. A. (1990). Bad apples in bad barrels: A causal analysis of ethical decision-making behavior. *Journal of Applied Psychology*, 75(4), 378–385.

Mediterranean Journal of Social Sciences



RICHTMANN
PUBLISHING

[Home](#) / [Editorial Team](#)

Editorial Team

Editor

[Alessandro Figus](#), *Political science and international relations, University of Cassino and Southern Lazio, Italy*

Editorial Advisory Board

[Tarau Virgiliu Leon](#), *Faculty of History and Philosophy, Babes-Bolyai University, Cluj-Napoca, Romania*

[Georgios A. Antonopoulos](#), *Department of Humanities and Social Sciences, Teesside University, United Kingdom*

[Slavko Burzanovic](#), *Historical Institute, University of Montenegro, Montenegro*

[Fernando A. Ferreira](#), *Department of Marketing, Operation and Management, ISCTE Business School of the University Institute of Lisbon, Portugal*

[Tutku Akter Göktaşan](#), *Faculty of Humanities (Psychology Department)-Girne American University, Northern Cyprus*

[Sokol Pacukaj](#), *Vice Rector for Scientific Research /Aleksander Moisiu University of Durres, Albania*

[Eddie Blass](#), *Think Education and Torrens University Australia, Education, Australia*

[Andrej Sušjan](#), *School of Economics and Business, University of Ljubljana, Slovenia*

[Melissa Sessa](#), *Department of Political Sciences, Sapienza University of Rome, Italy*

[Aranit Shkurti](#), *Metropolitan Tirana University, Tirana, Albania*

Editors

[Dimitri A. Sotiropoulos](#), *Department of Political Science and Public Administration, University of Athens, Greece*

[Marcel Pikhart](#), *Department of Applied Linguistics, University Hradec Kralove, Czech Republic*

[Werner J. Patzelt](#), *Political Science Department, Dresden University of Technology, Germany*

[Arda Arıkan](#), *Faculty of Letters, Department of English Language and Literature, Akdeniz University, Turkey*

[Make a Submission](#)

Journal Information

E-ISSN: 2039-2117/**ISSN:** 2039-9340

Abbreviated Title: MJSS

Frequency: 6 issues per year

DOI: 10.36941/mjss

Editor-in-Chief: Alessandro Figus

First Publication: September 2010

E-mail: mjss@richtmann.org



Latest publications

[ATOM 1.0](#)
[RSS 2.0](#)
[RSS 1.0](#)

Information

[For Readers](#)
[For Authors](#)
[For Librarians](#)

Technical Editor

[Igor Baglioni](#), *History, Culture and Religion Department, Sapienza University, Italy*

Copyright © 2014-2023 Richtmann Publishing Ltd Registered In England and Wales. Vat Number: 389 0350 75, Reg. No. 09517713. Reg. Office: Office 1, Forest House Business Centre, 8 Gainsborough Road, London, England, E11 1HT. Phone number: +4407492920690

[Home](#) / [Archives](#) / Vol. 8 No. 6 (2017): November 2017

Vol. 8 No. 6 (2017): November 2017

Published: 2017-11-07

Articles

The Effect of Exploitation Capacities on Organizational Performance: An Empirical Analysis

Geovanny Perdomo-Charry, Nelson Lozada Barahona, Alexander Zuñiga-Collazos 9



Burnout and Depressive Symptomatology of the Employees in Institutions of Chronic Diseases

Vasiliki Brouskeli, Eustathios Giakovis, Maria Loumakou 17



Policy Identification of the Working Capital Management of Medium-Sized Business

Christian Herdinata 29



Exploring the Gap Between Male and Female Employment in the South African Workforce

Elaine Sinden 37



As the Beat Goes on in Syria, is There an Exit Route?

Osaretin Idahosa, Harrison C. Ajebon 53



The End of a Custom: A Social Necessity or a Lust for "Modernisation"? The Case of Sergiani in Megala Kalyvia (Trikala, Greece)

Konstantinos Dimopoulos, Vasiliki Tyrovolas, Maria Koutsouba 63



The Project Evaluation for Development the Learning Integrated Model between the International Program (IP) and the Fundamental Level Curriculum in Education Hub Project of the Ministry of Education, Thailand

Teeradet Chuenpraphanusorn, Jongkon Boonchart, Ongorn Snguanyat, Amuka Wachirawin, Sarawut Chimbuathong, Kanchulee Moonlapat, Chanin Thitipetchkul 73


[Make a Submission](#)

Journal Information

E-ISSN: 2039-2117/**ISSN:** 2039-9340

Abbreviated Title: MJSS

Frequency: 6 issues per year

DOI: 10.36941/mjss

Editor-in-Chief: Alessandro Figus

First Publication: September 2010

E-mail: mjss@richtmann.org


Latest publications

[ATOM 1.0](#)
[RSS 2.0](#)
[RSS 1.0](#)

Information

[For Readers](#)
[For Authors](#)
[For Librarians](#)

Relation between Social Conservatism, Moral Competence, Moral Orientations, and the Importance of Moral Foundations

Ingrida Trups-Kalne, Girts Dimdins 81

[PDF](#)

Congregation of the Condemned: Decades of Discontinuous Debates on Death by Design in Southern Nigeria

Emmanuel Imuetinyan Obarisiagbon 91

[PDF](#)

A Study on the Relationship between Money Supply and Macroeconomic Variables in China

Yugang He 99

[PDF](#)

Indonesian Law Development on Housing Collateral

J Andy Hartanto 109

[PDF](#)

Sexual Promiscuity and Health Issues among Female Undergraduate Students in Adekunle Ajasin University: Counselling Implications

Beatrice O. Ajidahun 117

[PDF](#)

Mobile Commerce Switching Intentions in Thai Consumers

Kedwadee Sombultawee 123

[PDF](#)

The Effect of Residents' Attitude toward Tourism on their Pro-Tourism Behaviour: A Case Study of Hua-Hin Prachubkirikhan

Noppanon Homsud 135

[PDF](#)

Analysis of ECOWAS Institutional Framework for Conflict Management

Samuel Osagie Odobo, Amos Musa Andekin, Kingsley Udegbonam 143

[PDF](#)

Academic Cheating in School: A Process of Dissonance Between Knowledge and Conduct

Andrian Pramadi, Marthen Pali, Fattah Hanurawan, Adi Atmoko 155

[PDF](#)

Radicalization as a Functional Aspect of Crime

Paul Kombo 163

[PDF](#)

Investigating the Causal Relationship between Inflation and Trade Openness using Toda-Yamamoto Approach: Evidence from Zambia

Chibvalo Zombe, Lincoln Daka, Christopher Phiri, Oliver Kaonga, Francis Chibwe, Venkatesh Seshamani 171

[PDF](#)

Effect of Pharmacist Counseling on the Success of Therapy and the Quality of Life of Hypertensive Patients in a Hospital in East Nusa Tenggara

Magdarita Riwu, Gilang Yubiliana, Eli Halimah, Keri Lestari, Auliya Suwantika, Dyah 183

Perwitasari, Ajeng Diantini



Copyright © 2014-2023 Richtmann Publishing Ltd Registered In England and Wales. Vat Number: 389 0350 75, Reg. No. 09517713. Reg. Office: Office 1, Forest House Business Centre, 8 Gainsborough Road, London, England, E11 1HT. Phone number: +4407492920690



Mediterranean Journal of Social Sciences

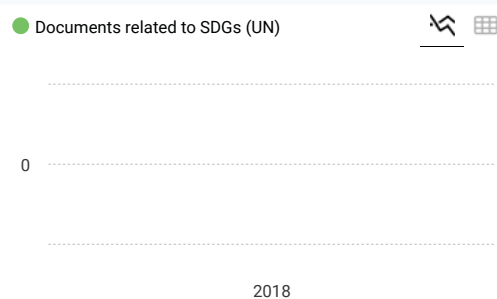
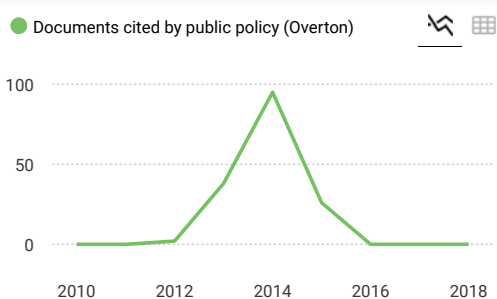
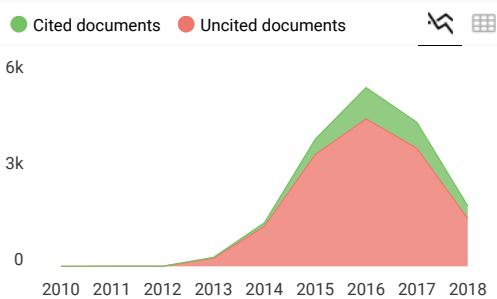
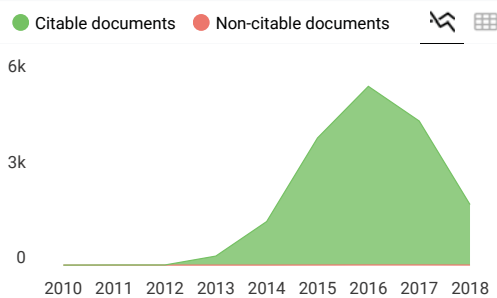
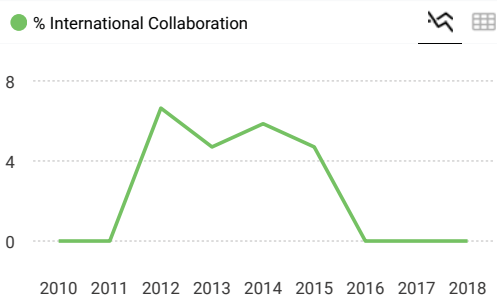
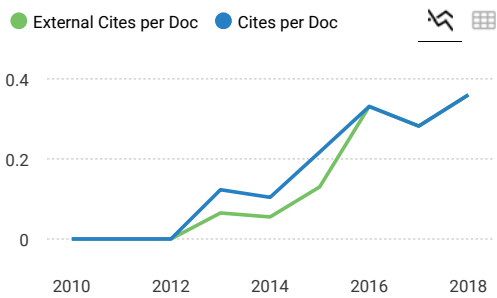
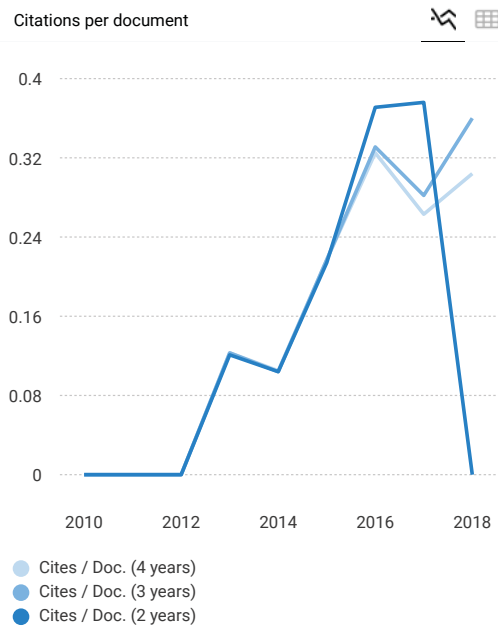
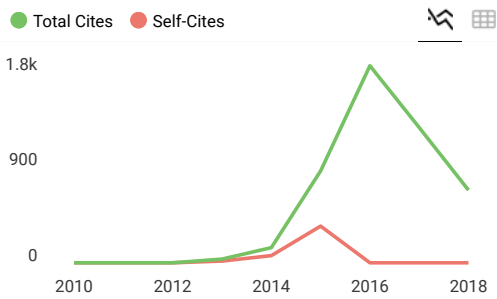
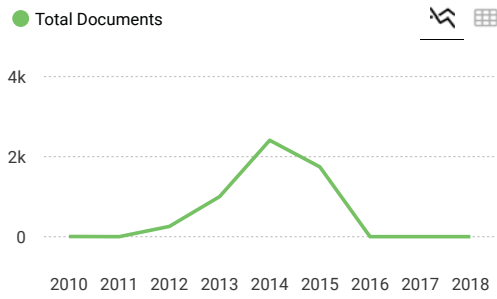
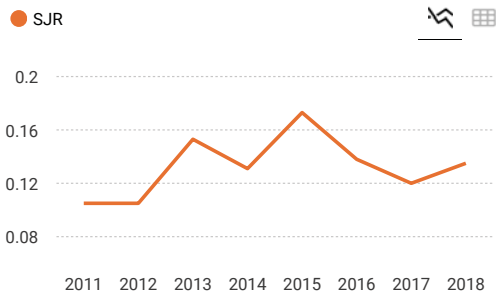
Discontinued in Scopus as of 2016

COUNTRY	SUBJECT AREA AND CATEGORY	PUBLISHER	H-INDEX
<p>Italy</p> <p> Universities and research institutions in Italy</p> <p> Media Ranking in Italy</p>	<p>Arts and Humanities</p> <ul style="list-style-type: none"> Arts and Humanities (miscellaneous) <p>Economics, Econometrics and Finance</p> <ul style="list-style-type: none"> Economics, Econometrics and Finance (miscellaneous) <p>Social Sciences</p> <ul style="list-style-type: none"> Social Sciences (miscellaneous) 	<p>MC SER-Mediterranean Center of Social and Educational research</p>	<p>34</p>
PUBLICATION TYPE	ISSN	COVERAGE	
Journals	20392117, 20399340	2010, 2012-2015	

SCOPE

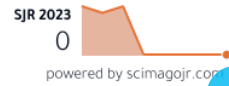
Information not localized

Join the conversation about this journal



Mediterranean Journal of Social Sciences

Not yet assigned quartile



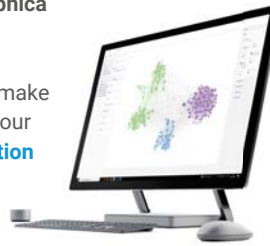
← Show this widget in your own website

Just copy the code below and paste within your html code:

```
<a href="https://www.scimagojr.com" data-bbox="268 142 398 155">
```

SCImago Graphica

Explore, visually communicate and make sense of data with our **new data visualization tool**.



What happens to the articles that were published in Mediterranean journal of social sciences before it was discontinued in scopus in 2015? Can these articles be added to an author's scopus profile?

← reply



Melanie Ortiz 9 months ago

SCImago Team

Dear Dr. Grace,
thank you very much for your comment, unfortunately we cannot help you with your request. We suggest you contact the Scopus support team: https://service.elsevier.com/app/answers/detail/a_id/14883/kw/scimago/supporthub/scopus/
Best Regards, SCImago Team



Ina 1 year ago

I have published in a journal in 2015 and then on 2020 the journal was indexed in scopus covering all the previous years. For the last year it has a Q3 rank in scopus and SJR while for 2015 it has only SNIP and the other metrics N/A. Does the journal in 2015 have a ranking in scopus? How can i argue that it has?

← reply



Melanie Ortiz 1 year ago

SCImago Team

Dear Ina,
Thank you very much for your comment. We suggest you contact the Scopus support team: https://service.elsevier.com/app/answers/detail/a_id/14883/kw/scimago/supporthub/scopus/
Best Regards, SCImago Team



Frank La 2 years ago

Dear Team,
I submitted an article long ago ,it still show "under review" all follow up emails to the editor is not returned . It is a normal practice?
Thank you .

← reply



Melanie Ortiz 2 years ago

SCImago Team

Dear Frank La,
Thank you for contacting us. Unfortunately, SCImago cannot help you with your request.
SJR is committed to help decision-making through scientometric indicators.
Best Regards, SCImago Team



Beibit 3 years ago

Is the Mediterranean journal of social science indexed in database Scopus or not now?

← reply



Melanie Ortiz 3 years ago

SCImago Team

Dear Beibit, thank you very much for your comment. We suggest you consult the Scopus database directly. Keep in mind that the SJR is a static image (the update is made one time per year) of a database (Scopus) which is changing every day.
Best Regards, SCImago Team



Nworah Joseph .C. 4 years ago

I love Scimago

← reply



Melanie Ortiz 4 years ago

SCImago Team

Dear Nworah, thanks for your participation! Best Regards, SCImago Team



Uci Yulianti 4 years ago

Dear SCImago Team,

I want to submit my article / research paper in the journal of Mediterranean Journal of Social Science, how to sent my article?

← reply



Melanie Ortiz 4 years ago

SCImago Team

Dear Uci, thank you very much for your comment, we suggest you look for author's instructions/submission guidelines in the journal's website. Best Regards, SCImago Team



Adetunji Muslims Adeyinka 4 years ago

Good morning sir. Does Academic Journal of Interdisciplinary Studies and Journal of Educational and Social Science Research published in Italy are under Scopus. Please let me know the truth. The last time I sent mail to Richtman Publishing Limited that is publishing house for these two journals sent mail to me and confirm that these two journals are under scoops.

← reply



Michela 4 years ago

Daer Adetunji Muslims Adeyinka,

To see if a journal is indexed by Scopus or not, you do not have to ask elsewhere but you can simply see the database of Scopus. You can see all journals indexed by Scopus in their website at <https://www.scopus.com/sources.uri>

Both journals mentioned by you are currently indexed by Scopus.



Melanie Ortiz 4 years ago

SCImago Team

Dear Adetunji,
thank you very much for your comment. We suggest you consult the Scopus database directly.
Best Regards, SCImago Team



ADETUNJI Musilimu Adeyinka 4 years ago

Please sir, I published two papers in MJSS.

1. Spatial Distribution, Pattern and Accessibility of Urban Population to Health Facilities in Southwestern Nigeria: The Case Study of Ilesa. Mediterranean Journal of Social Sciences, 4(2), 425: 436. Published by Mediterranean Center of Social and Educational Research (CEMAS)

2. Trans- border Movement and Trading Activities across Nigeria-Benin Republic Border. Mediterranean Journal of Social Sciences, (MJSS) 5(1):415-423

Please let me know wheither these two volumes 4(2) and (51) are index in SCOPUS OR SCIMAGO. HELP STATE OTHER INDEX WHERE THESE TWO VOLUMES APPEARED.

Thank you sir

← reply



Melanie Ortiz 4 years ago

SCImago Team

Dear Adetunji,
thank you very much for your comment. SCImago doesn't index particular articles. Unfortunately we cannot help you with your request. We suggest you contact Scopus support: https://service.elsevier.com/app/answers/detail/a_id/14883/kw/scimago/supporthub/scopus/
Best Regards, SCImago Team



Idang Neji Ojong 5 years ago

Please let me know if Mediterranean journal of social science is indexed in scimago or scopus

← reply



Marco 5 years ago

Dear Idang Neji Ojong, No, at the present day the MJSS is not indexed in Scopus. I send an email to the new publisher Richtmann Publishing Ltd and they confirmed that the journal is under evaluation after 5 years of discontinued period from scopus.



Melanie Ortiz 5 years ago

SCImago Team

Dear Marco, thanks for the info! Best Regards, SCImago Team



Melanie Ortiz 5 years ago

SCImago Team

Dear Idang, thank you very much for your comment, unfortunately we cannot help you with your request. We suggest you to consult the Scopus database directly. Keep in mind that the SJR is a static image (the update is made one time per year) of a database (Scopus) which is changing every day.
Best Regards, SCImago Team



ABDUL HADI 5 years ago

I have a query regarding my articles published in 2015 in Mediterranean journal of social sciences. Are these papers be counted in scopus indexed? Regards

← reply



Claudio 5 years ago

Dear Abdul Hadi, Yes of course, all articles published in Scopus journal will be available in Scopus database even the journal is discontinued. So, your paper is to counted as Scopus indexed



Melanie Ortiz 5 years ago

SCImago Team

Dear Claudio,

Thanks for your participation!

The Scopus profile of this journal can be accessed here: <https://www.scopus.com/sourceid/21100283701>.

The paper will be considered as Scopus indexed as long as it has been published in the same period in which Scopus has indexed the journal. For example, if the coverage in Scopus is 2014-2016, the papers published in 2017 will not be indexed

as the Journal is not indexed in Scopus anymore.

Best Regards, SCImago Team



Melanie Ortiz 5 years ago

SCImago Team

Dear Abdul,
thank you for contacting us.
We are sorry to tell you that SCImago Journal & Country Rank is not a journal. SJR is a portal with scientometric indicators of journals indexed in Elsevier/Scopus.
Unfortunately, we cannot help you with your request, we suggest you to consult the Scopus database directly or contact the journal's editorial staff, so they could inform you more deeply. Best Regards, SCImago Team



Okoi ikpi inyang 5 years ago

Please I want to find out the publication fee after an article have been accepted for publication.
Thanks

← reply



Claudio 5 years ago

Dear Okoi, you can ask for the publication fee to the publisher. Scimago is not a publisher.



osonwa okorie kalu 5 years ago

Is Journal of educational and social research indexed in Scimago?

← reply



Brahim 5 years ago

Is Journal of educational and social research indexed in Scimago?



Melanie Ortiz 5 years ago

SCImago Team

Dear Brahim, in the SCImago Journal & Country Rank all the information that we have available of the journals is shown, if you didn't localize "Journal of educational and social research" in the search engine, it means that Scopus / Elsevier has not provided us the corresponding data. Best Regards, SCImago Team



Melanie Ortiz 5 years ago

SCImago Team

Dear user, thank you very much for your request. You can consult that information in SJR website. Best Regards, SCImago Team



Moyap 5 years ago

Dear Sir/Madam,

I would like to have enlightenment about this journal. If it had been canceled (as explained above), why do you still display any chart about the journal including its SJR up to the year 2018? Thank you very much.

← reply



Melanie Ortiz 5 years ago

SCImago Team

Dear user, thank you very much for your participation. Our data comes from Scopus/Elsevier, which offers an annual copy of their database. We understand that since the date indicated by Scopus/Elsevier the journal is no longer indexed in its database. While the citation window is still active, we can show indicators of the journal. Best Regards, SCImago Team



Josephat Mwololo 5 years ago

Please communicate on how to present a paper for review towards publication

← reply



Elena 5 years ago

Dear Josephat, You can see the journal website for submission at <https://content.sciendo.com/view/journals/mjss/mjss-overview.xml>



Melanie Ortiz 5 years ago

SCImago Team

Dear Elena, thanks for your participation! Best Regards, SCImago Team



Melanie Ortiz 5 years ago

SCImago Team

Dear user, thank you very much for your comment. We suggest you to click on "How to publish" just above. I Best Regards, SCImago Team



Mathias Chukwudi Isiani 5 years ago

I want to know if the Mediterranean Journal of Social Sciences is indexed in Scimago.

← reply



Taufik 5 years ago

Is this journal (MJSS) indexed by scopus ?



Melanie Ortiz 5 years ago

SCImago Team

Dear Taufik, thank you very much for your comment, unfortunately we cannot help you with your request. We suggest you to consult the Scopus database directly. Remember that the SJR is a static image of a database (Scopus) which is changing every day. Best regards, SCImago Team



Elena Corera 5 years ago

SCImago Team

Dear Mathias, thank you very much for your request. You can consult that information in SJR website. Best Regards, SCImago Team



Gordana Nikolic 5 years ago

Dear college from MJSS,

I wonder, how I can count my article which is a published in MJSS Mediterranean Journal of Social Sciences Vol 10 No 1 January 2019, The title of article is: Inclusive Policy and Academic Achievements in Mathematics of Student with Special Educational Needs (SEN) in Republic of Serbia. I wonder is that article Q3 or Q4?

Your answering is very important to my.

Thanks you in advance,

Best regards, gordana

← reply



Elena Corera 5 years ago

SCImago Team

Dear Gordana, thank you very much for your request. You can consult that information in SJR website. Best Regards, SCImago Team



Anna Tambunan 5 years ago

Is Journal of Educational and Social Research a part of this journal? Is this journal now Scopus indexed? Thank you.

← reply



Elena 5 years ago

Hello Anna, Journal of Educational and Social Research is published now by Sciendo-Degruyter and it is in Scopus from 2017.

E

Eman 6 years ago

So now it is not under scopes right?
But how come according to SJR it is Q4. Or was that since 2015?

← reply



Elena Corera 6 years ago

SCImago Team

Dear Eman,

exactly, since 2015 this journal is not indexed in Scopus.

Best regards,
SCImago Team

C

Chinny Chinny 6 years ago

Why hasn't Mediterranean journal of social sciences re-gained its stand on Scimago ranking since 2015 when it was discontinued? Does it mean that the journal finds difficult to meet up the requirements?

← reply



Elena Corera 6 years ago

SCImago Team

Dear Chinny,

SJR uses Scopus data base, they are who decide if journal are indexed or not. If you want more information, you should contact Scopus https://service.elsevier.com/app/answers/detail/a_id/14883/kw/scimago/supporthub/scopus/

Best Regards,
SCImago Team

A

Andrea 6 years ago

Mediterranean journal of social sciences is published by DeGruyter Open which is a legitimate publisher and one of the big publishers in the world.

← reply

M

mohammad 6 years ago

Is this journal indexed scopus, and is it monthly please?

← reply

A **Andrea** 6 years ago

No this journal is not monthly, it is published 6 times a year. The journal is under evaluation from Scopus.



Elena Corera 6 years ago

SCImago Team

Thank you for your participation!

H **harmono** 6 years ago

What Mediterranean Journal of Social Sciences Vol. 7, No. 3, May 2016 indexed by Scopus

← reply

C **Cristina** 6 years ago

Querida Elena ¿Hasta cuándo durará la vigencia de este reporte? Es decir, hasta qué fecha estará en Q3 para artes y humanidades?. Gracias

← reply



Elena Corera 6 years ago

SCImago Team

Estimada Cristina,

muchas gracias por tu comentario. El ranking se publicó el 1 de junio de 2018, la vigencia del mismo es de un año.

Un saludo,
SCImago Team

S **SUMARA** 6 years ago

hi dear,

Is "Mediterranean Journal of Social Sciences" a recognized journal in SJR?

regards

← reply

P **Piter Drucker** 6 years ago

No, it isn't recognized anymore, it was part of SJR and Scopus until 2015, and from that time

this Journal is removed from this database



Elena Corera 6 years ago

SCImago Team

Dear Sumara,

thank you very much for your request. You can consult that information in SJR website.

Best Regards,
SCImago Team



Arafat Alabbad 6 years ago

Is it a good a valued journal to publish in? Please provide me with your experience

← reply



Elena Corera 6 years ago

SCImago Team

Dear Arafat,

in Scimago Journal Ranking website you can consult the data requested.

Best Regards,
SCImago Team

Leave a comment

Name

Email

(will not be published)

Submit

The users of Scimago Journal & Country Rank have the possibility to dialogue through comments linked to a

specific journal. The purpose is to have a forum in which general doubts about the processes of publication in the journal, experiences and other issues derived from the publication of papers are resolved. For topics on particular articles, maintain the dialogue through the usual channels with your editor.

Developed by:



Powered by:



Follow us on [@ScimagoJR](#)

Scimago Lab, Copyright 2007-2024. Data Source: Scopus®

EST MODUS IN REBUS

Horatio (Satire 1, 1, 106)

[Legal Notice](#)

[Privacy Policy](#)



Source details

Mediterranean Journal of Social Sciences

Years currently covered by Scopus: 2010, from 2012 to 2015
(coverage discontinued in Scopus)

Publisher: MCSER-Mediterranean Center of Social and Educational research

ISSN: 2039-9340 E-ISSN: 2039-2117

Subject area:

Arts and Humanities: General Arts and Humanities

Economics, Econometrics and Finance: General Economics, Econometrics and Finance

Social Sciences: General Social Sciences

Source type: Journal

[View all documents >](#)

[Set document alert](#)

[Save to source list](#)

SJR 2018

0.135



SNIP 2018

0.683



[View CiteScore methodology >](#) [CiteScore FAQ >](#)

About Scopus

[What is Scopus](#)

[Content coverage](#)

[Scopus blog](#)

[Scopus API](#)

[Privacy matters](#)

Language

[日本語版を表示する](#)

[查看简体中文版本](#)

[查看繁體中文版本](#)

[Просмотр версии на русском языке](#)

Customer Service

[Help](#)

[Tutorials](#)

[Contact us](#)

ELSEVIER

[Terms and conditions](#) ↗ [Privacy policy](#) ↗ [Cookies settings](#)

All content on this site: Copyright © 2024 Elsevier B.V. ↗, its licensors, and contributors. All rights are reserved, including those for text and data mining, AI training, and similar technologies. For all open access content, the relevant licensing terms apply.

We use cookies to help provide and enhance our service and tailor content. By continuing, you agree to the use of cookies ↗.

