Unethical Internet Behaviour among Students in High Education Institutions: A Systematic Literature Review

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***Abstract*—The modern internet era has several advantages and disadvantages, including the advent of immoral Internet conduct in addition to better, quicker, and increased working capacity in less time. Even though the area of study on unethical Internet activity has advanced, systematic literature reviews from a comprehensive perspective on unethical Internet behaviour among university students are still lacking. As a result, this systematic literature will provide theoretical foundation that address the following research questions: RQ1-How are unethical Internet behaviours among university students classified; RQ2-What are the various theoretical lenses that are used in unethical Internet behaviour research; RQ3-What demographic and risk factors are involved in unethical Internet behaviour research; and RQ4-What are the challenges and research opportunities for unethical Internet behaviour research within university settings? To respond to a formulated set of research questions, a total of 64 publications that were published between 2010 and 2020 underwent a systematic review. The study illustrates how university students' unethical Internet activity is categorised. This study offers a comprehensive grasp of the factors that affect unethical Internet behaviour and an overview of the theories that have been utilised to explain and forecast unethical Internet behaviours in this sector. This study discusses literature gaps for future research to contribute to human ethical behavioural studies.**

***Keywords*—Systematic literature review; unethical Internet behavior; university student; Internet; ethics**

I. Introduction

The academic environment has made extensive use of the Internet as a component of the processes and instruments of learning in both internal and external classroom contexts. However, according to Baum in [1], its usage was motivated by a lack of ethical awareness and education and a lack of regulations governing its use for teaching, learning, and research. Irresponsible exploitation of this essential resource poses a significant threat to the technological community and society. Following the definition set by Jones (1991), ethical behaviours can be defined as legal behaviours that are morally acceptable in the society in which they occur, and unethical behaviours is defined as unlawful actions that are not morally acceptable [2]. Based on definition set by Adenisa in [3], unethical behavior deviates from what is regarded ethically correct or appropriate for a person, a profession, or an industry. On the other side, ethical action entails doing the right thing, and unethical behavior entails doing the opposite. Ethics in the context of the Internet refers to how people interact with technology and the potential outcomes of those interactions [4]. The Internet can give rise to a plethora of new types of abnormal conduct, some of which are radically new, and others are technologically updated versions of longstanding ethical implications. The Internet Activities Board (IAB) code of ethics is outlined in an RFC document. RFC 1087, Ethics and the Internet, was issued in 1987 to offer a policy for Internet-related ethical behaviour [5]. Based on the IAB, the following actions would constitute unethical behaviour if they were committed intentionally [5]:

1) Attempts to access Internet resources without authorization.
2) Disrupts the Internet's intended usage.
3) Wasting resources (people, capacity, and computers).
4) Destroys the integrity of computer-based information by such acts.
5) Interferes with consumers' privacy.

Ming et al. (2015) conducted a systematic literature review (SLR) on computer ethical issues. The article presents the review methodology employed, the subject under consideration, and the key findings [6]. The SLR extracted forty studies that focused mainly on software piracy, computer piracy, the PAPA (Privacy, Accuracy, Property, and Accessibility) framework, and other general concerns. The main difference of this SLR is that the SLR conducted by [6] focuses on categories of computer ethics among students and professionals, whereas our SLR concentrate on the categorisation of unethical Internet behaviours in high education settings as well as the demographic and risk factors related to each of the categories.

In 2017, Vossen et al. conducted an SLR to identify descriptors for unprofessional behaviours among medical students. The SLR is intended to investigate, analyse, organize and report the findings of research on the unprofessional behaviour of medical students as observed by stakeholders or acknowledged by students themselves [7]. The literature review focuses on qualitative research to develop themes and

summary descriptors for unprofessional behaviours. On contrary, our SLR focus on unethical behaviour in the cyber environment.

Finally, Costa et al. (2021) did an SLR which focused on the methodology for the scientific production of netiquette research, such as country, date, objectives, methodological design, key factors, sample information, and measurement methods [8]. Their meta-analysis reveals the need to change the theoretical framework and evaluate empirical hypotheses whose samples are supported by participants such as students and others. However, our SLR is centralised on the outcome of unethical Internet behaviour research.

To our best knowledge, not many systematic literature reviews have been conducted on unethical Internet behaviour. This paper presents the results of a systematic literature review (SLR) by categorising the data into a taxonomy that can be used to comprehend the current state of the art of unethical Internet behaviour in higher education. Therefore, the contributions of this SLR are as follows:

1) The classification of unethical Internet behaviours. Additionally, based on the literature on unethical Internet behaviours, this review provides an appropriate definition for each category.

2) The presentation of theories that have been utilised in previous research on unethical Internet behaviours.

3) The identification of demographic and risk factors that are associated with unethical Internet behaviours

4) The investigation on the challenges and research opportunities for unethical Internet behaviour in high education settings.

II. Review Method

A. Introduction

This section describes the approach for conducting a systematic review of Internet behaviour among Malaysian university students. Literature reviews are a kind of secondary research that helps form primary research results [9], [10] explicit methodology. The Cochrane Collaboration stated that a systematic review attempts to assemble all evidence that meets pre-specified eligibility criteria to address a specific research question [11]. It employs specific, systematic processes that are carefully chosen to avoid bias, resulting in accurate data from which conclusions and judgments may be taken. Kitchenham and Charters (2007) defined a systematic review as a process of discovering, analysing, and interpreting all available studies that are relevant to a specific research question [10].

The review methodology in this paper is based on the standards set by Kitchenham and Charters (2007). According to Kitchenham and Charters (2007), a systematic review of the literature is divided into three phases: planning, conducting, and reporting. The preparation phase of systematic reviews begins with establishing a protocol that will govern the review's conduct. A review protocol details the procedures that will be followed to conduct a systematic review.

A pre-defined protocol is essential to eliminate the risk of researcher bias [3]. The review protocol is based on Khan et al. (2003) five-step process for performing a systematic review, as shown in Fig. 1.

B. Framing Research Questions for the Review

The PICO (population, intervention, control, and outcome) format is a well-known technique for structuring a research question. Petticrew and Roberts (2008); and Kitchenham and Charters (2007) suggest using the PICO format with an additional element: Context. This element refers to the setting in which the intervention is administered or to the participants in the study [10], [12].

Table I shows the research questions' Population, Intervention, Comparison, Outcomes, and Context (PICOC) structure. This systematic literature review included all empirical studies investigating unethical Internet behavior within a higher education setting, regardless of whether the setting has formal or non-formal cyberethics awareness activities. Therefore, this review did not include any specific comparison in the PICOC structure.

In general, the primary purpose of this systematic literature review is to obtain knowledge on the evidence of Internet ethics issues and awareness among university students. Therefore, in order to have this knowledge in the current investigation, the defined the following research questions (RQ):

RQ1 What are the categorizations of unethical Internet behaviour among university students?

RQ2 What are the different theoretical lenses that are used in unethical Internet behaviour research?

RQ3 Which demographic and risk factors are involved in unethical Internet behaviour research?

RQ4 What are the challenges and research opportunities for the unethical Internet behavior research within university setting?

C. Identifying Relevant Works

After identifying the research questions, the subsequent step is to specify the search strategy and search string. The search process's main objective is to discover relevant articles that discuss unethical Internet behaviour in higher education settings. The search strategy included an automated search of digital libraries via a search string constructed from the PICOC structure in Table I.

TABLE I. Summary of PICOC for this Study

Population	Undergraduate students
Intervention	Awareness in cyberethics
Comparison	None
Outcome	Unethical Internet behaviour
Context	Any empirical studies on unethical Internet behavior within a higher education setting

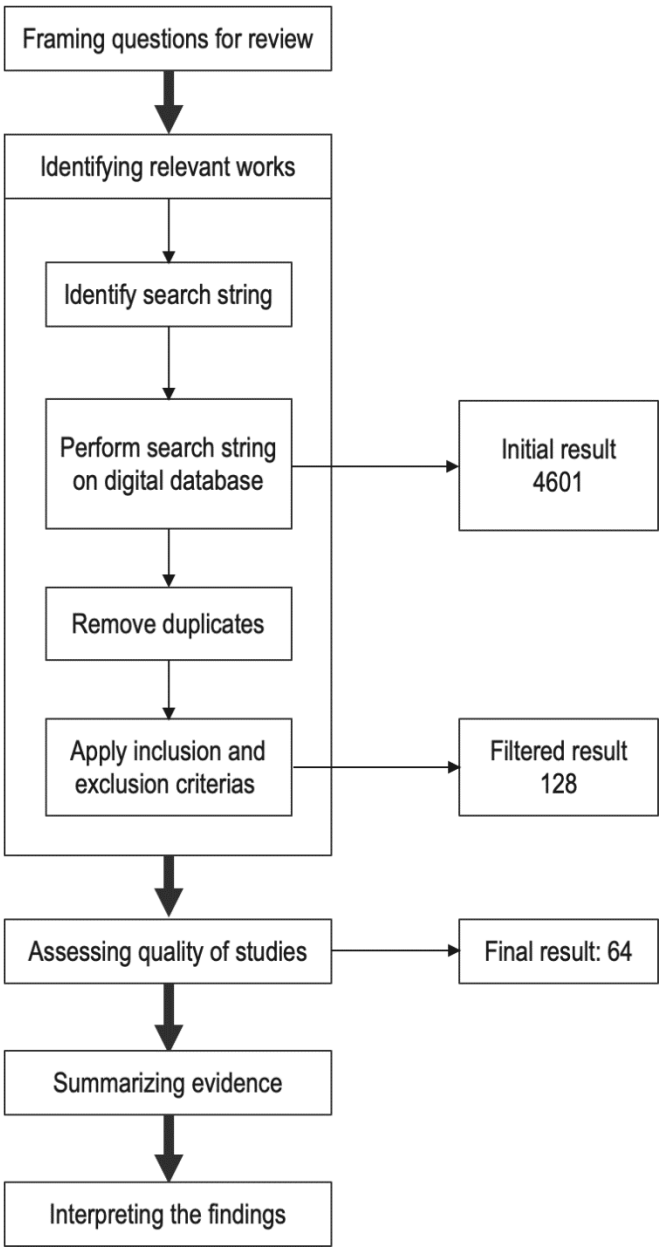

Fig. 1. Systematic Literature Review Methodology for this Study.

1) Identify search string: Various keywords have been established with the intent of specifying database search strings and inclusion and exclusion criteria. The search strings were defined by considering the question items' synonyms and other spellings and connecting them with "and" and "or." Following the PICOC structure, the most relevant and applicable terms were selected for the study area. As a result, the following search terms were chosen: "undergraduate", "awareness", "unethical Internet". To examine the inclusion of the review's findings, the outcomes of the initial examination were used as a pilot and passed several phases before specifying the query. Since some of the investigations in the review were not obtained by the first query, the query string was modified and included some more keywords. The keywords that were added to the search string are as follows: "university student", "university", "Internet ethics", "cyber", "computer", "ethics", "problematic Internet". The whole search phrase used to do the literature search was as follows:

(Undergraduate OR "university student" OR university) AND {[awareness AND (ethic* OR "internet ethics")] OR ("unethical internet" OR "problematic internet" OR "internet ethics")}.

2) Identifying the sources and selection of studies: The title and abstract of each publication were examined for keywords to get as many relevant articles as feasible. A total of ten digital databases were used in the primary search process: ACM Digital Library, Dimensions, EBSCOhost, Emerald, IEEEXplore, ISI Web of Science, Sage Full Text Collections, Science-Direct, Scopus and SpringerLink.

A systematic literature search was conducted on chosen databases using the search phrase provided above; yielding 4651 studies as a result of the initial search (refer to Table II). In the next step, all remaining articles' inclusion and exclusion criteria were applied before any duplicate papers were removed.

Inclusion criteria:

- Articles from year 2010 - 2020
- Articles must be published in a journal or a conference proceeding
- Articles published must be in university setting
- Articles must be within the area/domain of computer science, engineering, social engineering, social sciences, education, and information science.

Exclusion criteria:

- Articles related to law, policy, and regulations
- Articles related to psychological domain
- Articles related to internet ethics subject and training.

TABLE II. THE RESULTS OF THE SELECTION PROCESS

Online Databases	**Initial Results**	**Selected Studies**
ACM Digital Library	452	-
Dimensions.ai	50	20
EBSCOhost	1789	-
Emerald	20	-
IEEEXplore	238	4
ISI Web of Science	42	1
Sage Full Text Collections	22	-
Science-Direct	804	10
Scopus	739	5
SpringerLink	495	24
TOTAL	**4651**	**64**

The complete texts and abstracts of the selected articles were evaluated to guarantee that only publications that had been thoroughly investigated were included in the study at the same time. For each selected article, a set of criteria is used to evaluate its quality and determine the relevance of the results and interpretations from the main study. As shown in Fig. 1, the filtered result yielded 128 articles after the initial results were filtered according to inclusion and exclusion criteria, and duplicate articles were removed.

3) Quality Assessment: In accordance with the methodology [10], [13] suggested, this paragraph describes the quality assessment procedure used to determine the quality of each item chosen. The quality of each article included in this research is critical to ensure that high-quality SLR studies on unethical Internet behaviour are made accessible and to avoid bias in terms of the quality of previously published studies. A set of quality checklists is used for each selected article to evaluate its quality. The checklists also determine the relevance of the results and interpretations from the main study. When developing the quality checklist for the review, some of the questions presented in the literature were reused [10], [12], [14].

TABLE III. QUALITY ASSESSMENT CHECKLIST

ASSESSMENT	DETAILS
Was the article refereed?	-
Were the aim of the study clearly stated?	-
Were data collections carried out very well?	Quantitative: The paper explain the questionnaire design procedure (mention the source of existing scale or explaining design procedure for new questionnaire). Qualitative: The paper explain the design of data collection tool (structured/unstructured question for interview or focus group, observation, diary, journal).
	Sampling: The paper mention the number of respondents/participant.
	Duration (Longitudal study/ Qualitative study): The paper mention the recruitment or data collection time frame. For example: 3 weeks, from January to March
Were the approach to and formulation of the analysis well conveyed?	Quantitative: Minimum of descriptive statistics (mean or median) Qualitative: Include participant's quotation or excerpt from data collection tools.
Were the findings credible?	The paper must be methodologically explained.
	The paper must provide assessment validity Quantitative: If the questionnaire is newly developed (not from existing scale), the paper must include validity test (content validity or expert review/construct validity), EFA(Exploratory Factor Analysis), CFA (confirmatory factor analysis) Qualitative: Provide triangulation/expert validation

From the filtered results (refer to Fig. 1, each of these studies was screened according to the quality assessment checklist (refer to Table III). Full articles were utilised when titles and abstracts were insufficient to determine a paper's relevance. The scoring method for the quality assessment was either good, fair, bad, or unknown (i.e. no information was supplied). Anawar oversaw the quality assessment process. Each of the researchers assessed articles from at least two databases. Eventually, 64 articles were chosen as the final study for the systematic survey (refer to Table II).

III. RESULTS AND DISCUSSION

A. Introduction

The search results are generated using the search strings supplied in Section II. The present SLR synthesised a total of 64 main studies (refer to Appendix A: List of the Included Studies). This number was determined following a thorough assessment of the publications included in the current investigation. Notably, the writers focused on research that matched the criteria for inclusion outlined in Section II. The distribution of selected studies according to the digital libraries is shown in Fig. 2. Fig. 3 shows the distribution of all studies from 2010 to 2020.

B. RQ1 - Categorization of Unethical Internet Behavior

For the first research question, the context of the studies specifically focus on certain behaviors was identified in Table IV.

The SLR identified 11 papers studied in cyberbullying, seven articles on cyberslacking, and only one evidence was found in online trolling, catfish, risky online posting and cyber dating abuse.

Cyber slacking is defined as using the Internet and digital technology during scheduled class time for non-class related purposes [15]. Cyber slacking can be divided into in-class (slacking during class) and out-of-class (outside of class) [S1], [16]. From Table IV, seven papers discussed cyberslacking; five studies focus on in-class cyberslacking [S1], [S3], [S5]–[S7] and three studies on out-of-class cyberslacking [S2], [S4], [S7].

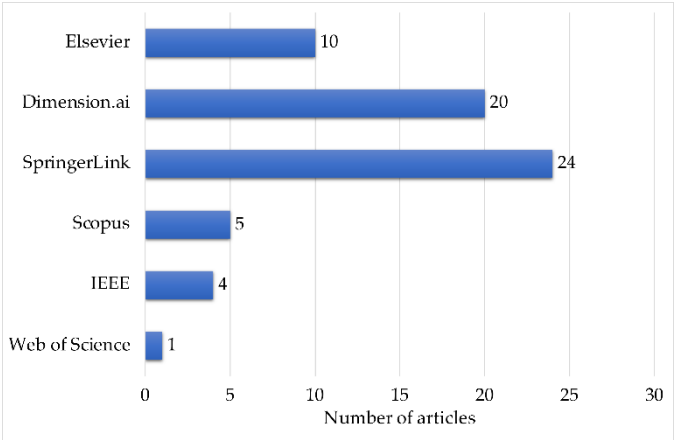

Fig. 2. Number of Publications based on Databases.

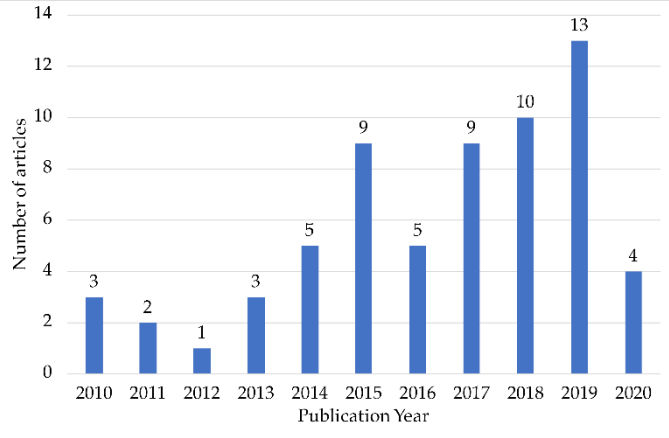

Fig. 3. Distribution of Studies based on Year of Publication.

TABLE IV. TYPE OF UNETHICAL INTERNET BEHAVIOUR STUDIES CONDUCTED FOR STUDENTS IN HIGHER EDUCATION SETTINGS

Unethical Internet Behaviour	Sources	Total Studies
Cyberslacking	[S1], [S2], [S3], [S4], [S5], [S6], [S7]	7
Cyberbullying	[S8], [S9], [S10], [S11], [S12], [S13], [S14], [S15], [S16], [S17], [S18]	11
Risky Online Posting	[S19]	1
Cyber Dating Abuse	[S20]	1
Online Trolling	[S21]	1
Catfish	[S22]	1
Digital Piracy	[S23], [S24], [S25], [S26], [S27], [S28], [S29], [S30], [S31], [S32]	9
Plagiarism	[S27], [S30], [S33], [S34], [S35], [S36], [S37], [S38], [S39], [S40], [S41], [S31], [S32], [S42], [S43], [S44], [S45], [S46], [S47], [S48], [S49], [S50], [S51], [S52], [S53], [S54], [S55]	24
Fabrication	[S37], [S40], [S31], [S42], [S44], [S46], [S56], [S55]	8
Cheating	[S34], [S35], [S37], [S39], [S40], [S31], [S32], [S42], [S57], [S43], [S44], [S46], [S58], [S49], [S51], [S56], [S52], [S59], [S55]	18
Collusion	[S34], [S35], [S39], [S40], [S31], [S42], [S44], [S46], [S49], [S56], [S55]	11
Online Sexual Activity (OSA)	[S60], [S61], [S62], [S63]	4
Online Gambling	[S64]	1

Cyberbullying refers to the use of electronic forms by a group or individuals to act aggressively, repeatedly and over time against a victim(s) who cannot easily defend him or herself or themselves [17] [S10]. Whereas, Charmaraman et al. (2018) defined it as "the use of information and communications technology to intimidate, harass, victimize, or bully an individual or a group of individuals" [18] [S18].

Online trolling is defined as "an action of using Internet by a user using a deceptive identity of sincerely wishing to be part of the group in question, including professing, or conveying pseudo-sincere intentions, but whose real intention(s) conflict for the purposes of their own amusement" [19] [S21].

Catfish is a malevolent form of online dating deception which involves the creation of a false internet identity to scam, blackmail, or con those they meet in online communities or chat rooms without the intention of meeting in person [S22].

Risky online posting is an activity in which a user discloses inappropriate, personal and unfavourable information by posting personal photos or media clips or sharing personal comments on social media [S19].

Cyber dating abuse is a form of dating violence through technology either by sharing private information on the social media platforms and insulting or threatening using these platforms, but also includes behaviours that intrude on the victim's privacy or the act of monitoring the victims (e.g. having access to social media or using their partner's password without permission) [S20].

Trolling, cyberbullying and cyberstalking are similar in the way that the Internet is used to cause harm and distress [S21]. Cyberdating abuse is similar to cyberbullying in that the activities conducted are aggressive and harmful to the victim. Whereas catfish and risky online posting are similar to cyber dating abuse as it involves online relationships. Thus the category cyber abuse is coined from this type of unethical Internet behaviour.

The widespread nature of corruption and financial scandals has directed attention to the ethical decision-making process and the influence of higher education in developing the leaders of tomorrow. Although the university is a place for educators and students to pursue knowledge ethically, academic dishonesty has been widespread in higher education [20]. Kibler (1993) defined academic dishonesty as "forms of cheating and plagiarism that involve students giving or receiving unauthorised assistance in an academic exercise or receiving credit for work that is not their own" [21]. Pavela (1978) identifies four primary types of academic dishonesty behaviour as (i) Cheating: "intentionally using or attempting to use unauthorised materials, information, or study aids in any academic exercise. The term academic exercise includes all forms of work submitted for credit or hours"; (ii) Fabrication: "intentional and unauthorised falsification or invention of any information or citation in an academic exercise"; (iii) Facilitating Academic Dishonesty: "intentionally or knowingly helping or attempting to help another to violate a provision of the institutional code of academic integrity"; and lastly, (iv) Plagiarism: "deliberate adoption or reproduction of ideas or words or statements of another person as one's own without acknowledgement" [22]. Molnar and Kletke (2012) broadly define cheating as any violation of that definition that goes against a university's academic integrity policy that includes cheating with or without the use of the Internet, plagiarism and digital piracy [S31]. However, Cho and Hwang (2019) and Molnar (2015) used academic ethics violations and academic dishonesty to refer to plagiarism, cheating and copyright [S32], [S37]. Technology development has facilitated pirating or paying for digital products, making plagiarism interrelated to intellectual property, copyright and authorship [23]. In the context of the

digital era in university, cheating, plagiarism, and digital piracy have been reported as academic dishonesty [24]. Thus, we used academic dishonesty to group these types of unethical behaviours. In this paper, digital piracy is defined as "an unauthorised reproduction, use, or diffusion of a copyrighted digital product" [25]. From the evidence in Table IV, 30 papers have discussed plagiarism which is 24 studies, 18 studies on cheating, eight studies on fabrication, 11 on collusion and nine studies on digital piracy.

Online Sexual Activity (OSA) is defined as "the use of the Internet (via text, audio, video, and graphic files) for any activity that involves human sexuality" [26]. At the same time, Online Gambling refers to "all forms of gambling (including wagering) via the phones and wireless devices" [27]. OSA and online gambling are categorised under Unethical Internet Access as these activities are considered immoral [28] and harmful [29]. The evidence found in the SLR shows four studies in OSA and one study in online gambling (refer to Table IV).

Although cybercrime is part of unethical internet behaviour, no evidence was found in higher education setting. The unethical Internet behaviours presented in Table IV can be categorised into four main categories: cyber abuse, academic dishonesty, unethical website access and cyberslacking, as shown Table V.

Fig. 4 and Fig. 5 present the distribution of the sources for each of unethical Internet behaviours categories. Referring to Fig. 4 and Fig. 5, among the categories, source of evidence from academic dishonesty forms the predominant number of papers accounting for 58 per cent of all 64 papers, followed by cyber abuse produced 23 per cent. Cyberslacking contributed 11 per cent of sources, while the source of evidence from unethical website access constituted 8 per cent.

C. RQ2 - Different Theoretical Lenses that are used in Unethical Internet Behaviour Research

A variety of theories were used to analyse unethical internet behaviour. Researchers have employed integrated theories in certain studies, but in others, they have used a single theory and added new constructs from other models. Table VI shows theories used in unethical internet behaviour research. Different theories were used for each category of unethical internet behaviour research.

Academic dishonesty research is largely influenced by the Theory of Reasoned Action (TRA) and the Theory of Planned Behavior (TPB). TRA and TPB are the most widely accepted academic dishonesty research hypotheses. TRA and TPB have served as a foundation for study in several domains, including the prediction of human behaviour. Specifically, TPB is an expansion of the TRA, which is often used to identify solutions for behavioural change. These hypotheses assert that behavioural purpose is frequently unobservable and the best indication of behaviour as a surrogate for probable behaviour [30], [31]. According to the TPB, academic dishonesty is caused by the opportunity and purpose to engage in dishonest behaviour. Therefore, attempts to prevent academic dishonesty should consider environmental and behavioural factors.

TABLE V. CATEGORISATION OF UNETHICAL INTERNET BEHAVIOURS

Categories	Unethical Internet Behaviours
Cyberslaking (CS) - 7 papers	In-class Cyberslacking
	Out-of-class Cyberslacking
Cyber Abuse (CA) - 15 papers	Cyberbullying
	Risky Online Posting
	Cyber Dating Abuse
	Online Trolling
	Catfish
Academic Dishonesty (AD) - 37 papers	Digital Piracy
	Plagiarism
	Cheating
	Fabrication
	Collusion
Unethical Internet Access (UIA) - 5 papers	Online Sexual Activity
	Online Gambling

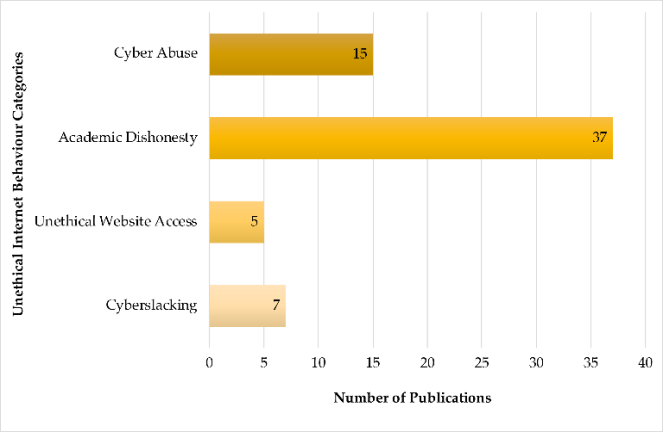

Fig. 4. Distribution of Articles based on Unethical Internet Behaviours Categorization.

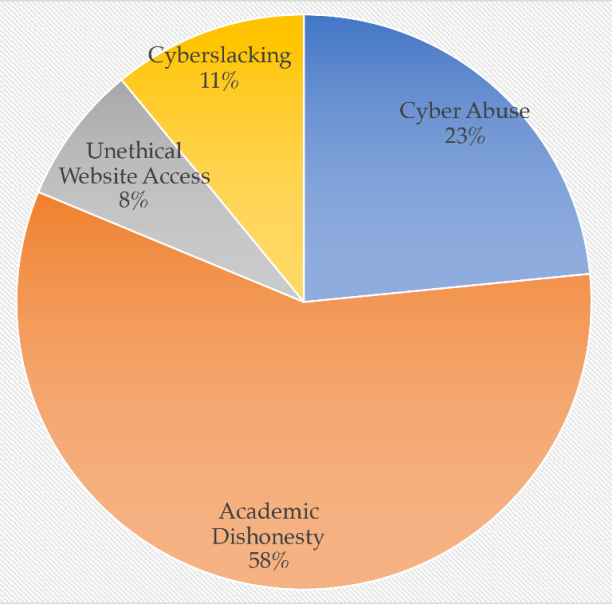

Fig. 5. Distribution Percentage for Unethical Internet Behaviours Categories.

TABLE VI. THEORIES USED IN UNETHICAL INTERNET BEHAVIOUR RESEARCH

No.	Theory	Total Studies	Sources
1.	Theory of Reason Action /Theory of Planned Behaviour	CS (1 paper) AD (19 papers)	[S5] [S23], [S25], [S26], [S27], [S28], [S29], [S33], [S34], [S37], [S38], [S39], [S40], [S32], [S57], [S43], [S46], [S48], [S54], [S55]
2	User and Gravitation	CS (2 papers)	[S2], [S4]
3.	Zimbardo Time Perspective	CS (1 paper)	[S1]
4.	Theories of Meta- Attention	CS (1 paper)	[S7]
5.	Sensation Seeking Theory	UIA (1 paper)	[S61]
6.	Big Five Personality	AD (2 papers) CA (5 papers)	[S41], [S57] [S8], [S11], [S13], [S15], [S21]
7.	Ethical Decision Making	AD (1 paper)	[S25]
8.	Cognitive Moral Development	AD (3 papers)	[S25], [S29], [S38]
9.	Self-Perception Theory	AD (8 papers)	[S26], [S28], [S30], [S38], [S39], [S40], [S51], [S56]
10.	ICT Literacy Self-efficacy	AD (2 papers)	[S36], [S38]
11.	General Aggression Model	CA (10 papers)	[S8], [S9], [S11], [S12], [S13], [S14], [S15], [S20], [S17], [S21]
12.	Lifestyle Exposure Theory	CA (1 papers)	[S13]
13.	Social Media Engagement Theory	CA (1 papers)	[S21]
14.	Attachment Theory	CA (1 papers)	[S22]

Most cyber abuse researchers employed the General Aggregation Model (GAM) in their studies. GAM is a comprehensive and integrated paradigm for studying aggression that considers the role of social, cognitive, psychological, developmental, and biological factors in the emergence of violent behaviour [32]. GAM has been utilised in several abusive behaviour scenarios, including media violence impacts, interpersonal violence, intergroup violence, and pain effects [33]. The dominance of GAM in cyber abuse research on unethical online behaviour is largely because these theories define characteristics associated with cyberbullying, cyber trolling, cyber dating abuse, cyber harassment, and cyber victimisation, all of which are abusive and aggressive behaviours.

User and Gratification Theory (UGT) is frequently discussed in relation to cyberslacking. Blumler and Katz initially presented UGT in order to comprehend why individuals utilise particular sorts of media, what demands they have when utilising them, and what satisfactions they derive from doing so [34]. Individuals employ a particular technology or medium to satisfy their desires or requirements, as determined by UGT. Doty et al. (2020) and Grieve (2017) utilized UGT in their research and discovered that certain factors, such as social connectivity, technological engagement, social interaction, and incentives, led to cyberslacking among students [35], [36].

The Sensation Seeking Theory (SST) was then applied to the category of unethical Internet access. SST is "a characteristic characterised by the pursuit of varied, unique, complicated, and intense feelings and experiences, as well as the readiness to assume physical, social, legal, and financial risks for such experiences" [37]. Sensation seeking has arisen as an explanation for several behaviours, including sex, computer and video game activity, gambling, and others [38]. Several sensation-seeking variables, including sensitivity to boredom and disinhibition, were discovered to be precursors to online sexual behaviour when this theory was applied to unethical Internet use [39].

According to these findings, several theories dominate the categories of unethical online behaviour. Each category's dominant theory suggests that it is an area that is still in flux. Exploring alternative ideas may yield fresh insights for a deeper comprehension of unethical online behavior research.

D. RQ3 - Demographic and Risk Factors Involved in Unethical Internet behaviour Research

The aim of this section is to present and discuss the demographic and risk factors extracted from the papers listed in Table IV. Demographic factors are used to determine the characteristics of an individual or a population [40]. Among the most often employed demographic characteristics are race, age, income, marital status, and educational attainment [40]. Table VII lists the demographic factors that were investigated in the 64 papers of this literature survey. A risk factor can be defined as a characteristic, condition, or behaviour that makes a person more vulnerable to an event or occurrence [41]. In the context of this survey, risk factor is factors believed to influence the student engagement of unethical internet behaviour in higher education settings. Altogether, 39 factors were identified by a total of 64 studies which investigated how these factors correlated with student engagement of unethical

internet behaviour. Table VIII lists the predictive factors, studies that analyse the factor which gave significant, no significant or mixed effect.

1) Demographic factors: According to Table VII, gender and academic performance factors have a profound influence on unethical behaviour in the category of academic dishonesty. From Table VII, 22 studies found that students with high academic achievement exhibit more ethical behaviour than those with low academic performance. Table VII also shows that ten studies reported that gender factor significantly affects AD behaviour.

Among papers that reported gender factor has a significant effect on academic dishonesty in higher education context, [S31], [S40], [S42], reported that male students were more likely than female students to participate in academic dishonesty behaviour. Whereas study in [S58] showed that more female students witnessed cheating in examinations than the male students, and in [S49], more male students admitted to engaging in AD behaviour than female students. A study in [S36] reported that gender does not have a significant effect on AD behaviour; however, students in higher income groups have more tendencies to be involved in AD behaviours.

Among all the demographic factors indicated in Table VII, only the gender factor has a noticeable effect on cyber abuse behaviours. Nine studies [S8], [S9], [S13]-[S16], [S20]-[S22], reported that male students were substantially more likely to engage in cyberbullying than their female counterparts. A study done by [S15] showed that gender was a significant predictor of cyberbullying behaviour, where male students perpetrated cyberbullying more frequently than female students. In the same study, females had higher scores on empathy and more substantial nonverbal skill proficiency. Research in [S16] revealed that males are much more prone to group bullying than females. Research in [S21] and [S22] showed that males were over two times as likely to engage in trolling and catfishing, respectively, than females.

Studies by [S8] and [S9] showed that cyberbullying was more prevalent among those who used the Internet weekly than those who used it less often or moderately. In [S12], the authors studied students' experiences with traditional bullying and cyber-teasing and the role that sociodemographic factors may have in preventing or contributing to these forms of violence. The study also discovered that the majority of cyber-teasing victims also reported being victims of traditional bullying (and vice versa). Traditional bullying victimisation was more prevalent among males than females, and cyberbullying was more prevalent among female students than male students. Students who experienced traditional bullying were more likely to have financial difficulties, family conflicts, and a history of cannabis use.

2) Risk factors: Table VIII shows that attitude, intention and controllability were the three most commonly investigated factors in unethical internet behaviour studies. In terms of attitude, 15 articles on academic dishonesty (AD) and one study on cyberslacking (CS) reported that the students' attitudes would influence the student engagement in unethical Internet behaviour [S5], [S25], [S26], [S28], [S29], [S34], [S38], [S32], [S57], [S43], [S44], [S46], [S48], [S51], [S54], [S55]. At the same time, AD studies by [S27], [S33], [S37], [S39], [S40], reported that attitude has no significant effect. Nine AD studies regarded intention will influence the student engagement in unethical Internet behaviour [S23], [S25], [S27], [S28], [S38], [S48], [S50], [S54], [S55], while two AD studies reported that intention [S40], [S44] has no significant effect on the student engagement. Controllability factors are a group of factors such as Perceived Behavior Control (PBC), self-efficacy, self-control, self-regulation, and self-monitoring. Reportedly, eight AD, one CS, one Cyber abuse (CA) and one unethical internet access (UIA) found that these factors influence the student engagement in unethical Internet behaviour [S5], [S19], [S29], [S39], [S57], [S48], [S50], [S59], [S54], [S55], while Uzun et al. [S38] claimed that self-efficacy has no significant effect.

Concerning self-perception and self-concept factors, six out of 11 studies found that self-perception is an AD factor. Self-perception has significantly influenced student involvement in unethical Internet behaviour [S26], [S28], [S30], [S38], [S39], [S51], and one study by CA found that negative self-concept factor also has a significant influence on student engagement [S14]. However, four AD studies by [S27], [S40], [S48], [S56] claim that self-perception does not have a significant effect.

Behaviour frequency is a group of cyber-bullying, dating abuse, trolling, cyber-victimisation, dating victimisation, or trolling victimisation frequency. Seven out of nine studies in cyber-abuse ascertained that unethical behaviour frequency is a significant factor [S8], [S9], [S11], [S13], [S15], [S20], [S17]. However, two CA studies claim that behaviour frequency is considered as insignificant [S14] [S21].

The nine studies that investigated the effect of characteristics of subject-course produced contradictory findings [S30], [S36], [S31], [S43], [S44], [S47], [S49], [S56], [S52]: six studies reported that the characteristics of subject-course plays essential roles in influencing the student engagement in unethical Internet behaviour. [S36] and [S44] claimed that the characteristics of the subject-course did not influence student involvement. The study by [S56] suggests that different characteristics of subject-course have a different effect on student engagement.

Five AD studies and one CS study out of eight studies analysed that perceived prosecution risk able to influence the student engagement in unethical Internet behaviour [S27], [S40], [S48], [S56], [S52], contrary to the AD studies by [S25] and [S33]. Five AD studies [S29], [S39], [S48], [S54], [S55] and one CS study [S5] out of eight studies reported that norms are a significant factor in student engagement in unethical Internet behaviour. In contrast, the study by [S38] and [S20] of AD and CA respectively claimed that norms are insignificant.

Two studies that investigated the effect of Big Five Personalities on student involvement in unethical Internet behaviours show mixed findings [S41], [S57]. Wilks et al.

[S41] found that conscientiousness and agreeableness significantly affect student involvement in unethical Internet behaviours while other factors do not.

TABLE VII. LIST OF DEMOGRAPHIC FACTORS INVESTIGATED IN UNETHICAL INTERNET BEHAVIOUR STUDIES

No.	Demographic Factor	Total Studies	Significant Effect (SE*)	No Significant Effect (NSE)
1.	Age	CS (1 paper) CA (1 paper) AD (13 papers)	[S4] - [S43], [S56], [S58]	- [S8] [S23], [S24], [S34], [S37], [S46], [S48], [S51], [S59], [S54], [S55]
2.	Gender	CS (1 paper) CA (9 papers) AD (30 papers) UIA (3 papers)	[S3] [S8], [S9], [S13], [S14], [S15], [S16], [S20], [S21], [S22] [S35], [S37], [S40], [S31], [S32], [S46], [S47], [S58], [S49], [S51] [S60], [S62], [S63]	- - [S23], [S24], [S30], [S34], [S42], [S43], [S48], [S59], [S54], [S55] -
3.	Ethnic group/Culture	CA (1 paper) AD (6 papers) UIA (1 paper)	[S18] [S25] [S34], [S44] [S64]	- [S42], [S48], [S55] -
4.	Income/Social class	CA (1 paper) AD (7 papers)	[S12] [S36], [S58], [S59]	- [S34], [S37], [S32], [S48]
5.	Education Level	CA (1 paper) AD (10 papers)	[S12] [S53]	- [S24], [S35], [S32], [S47], [S58], [S49], [S51], [S56], [S54]
6.	Marital Status	AD (2 papers)	-	[S24], [S55]
7.	Academic Performance	CA (1 paper) AD (22 papers) UIA (1 paper)	- [S27], [S30], [S34], [S35], [S36], [S37], [S40], [S42], [S44], [S45], [S46], [S47], [S58], [S49], [S50], [S51], [S52], [S53], [S55]	[S11] [S33], [S43], [S56] -
8.	Internet Service Availability	CS (2 paper) AD (5 papers)	[S8], [S9] [S25], [S27], [S36], [S31]	- [S28]
9.	Resources Availability	CS (2 papers) CA (1 paper) UIA (2 papers)	[S8], [S9] [S18] -	- - [S24], [S28]

∗SE comprised of Positive Significant Effect and Negative Significant Effect
AD = Academic Dishonesty; CS = Cyberslacking; CA = Cyber Abuse; UIA = Unethical Internet Access

TABLE VIII. LIST OF FACTORS INVESTIGATED IN UNETHICAL INTERNET BEHAVIOUR STUDIES

No.	Factor	Total Studies	Significant Effect (SE*)	No Significant Effect (NSE)	Mixed Effect (ME)
1.	Attitude	CS (1 paper) AD (20 papers)	[S5] [S25], [S26], [S28], [S29], [S34], [S38], [S32], [S57], [S43], [S44], [S46], [S48], [S51], [S54], [S55]	- [S27], [S33], [S37], [S39], [S40]	- -
2.	Intention	AD (11 papers)	[S23], [S25], [S27], [S28], [S38], [S48], [S50], [S54], [S55]	[S31], [S43]	-
3.	Controllability (PBC, Self-efficacy, self-control, self-regulation, self-monitoring)	AD (9 papers) CS (1 paper) CA (1 paper) UIA (1 paper)	[S29], [S39], [S57], [S48], [S50], [S59], [S54], [S55] [S5] [S19] [S63]	[S38] - - -	- - - -
4.	Self-Perception, Self-concept	AD (10 papers) CA (1 paper)	[S26], [S28], [S30], [S38], [S39], [S51] [S14]	[S27], [S40], [S48], [S56] -	- -
5.	Behaviour Frequency	CA (9 papers)	[S8], [S9], [S11], [S13], [S15], [S20], [S17]	[S14], [S21]	-
6.	Characteristics of subject-course	AD (9 papers)	[S30], [S31], [S43], [S47], [S49], [S52]	[S36], [S44]	[S56]
7.	Perceived prosecution risk	AD (7 papers) CS (1 paper)	[S27], [S40], [S48], [S56], [S52] [S5]	[S25], [S33] -	- -
8.	Norms	AD (6 papers) CS (1 paper) CA (1 paper)	[S29], [S39], [S48], [S54], [S55] [S5]	[S38] - [S20]	- - -

9.	Personalities	AD (2 papers) CA (5 papers)	- -	- -	[S41], [S57] [S8], [S11], [S13], [S15], [S21]
10.	Psychopathology Symptoms	CA (6 papers) UIA (1 paper)	[S9], [S11], [S13], [S17] [S61]	- -	[S8], [S14] -
11.	Experiences	AD (3 papers) CA (4 papers)	[S34], [S44], [S51] [S11], [S12], [S21]	- -	- [S20]
12.	Ethics	AD (6 papers)	[S23], [S32], [S30], [S35], [S37]	[S33]	-
13.	Social Desirability	AD (3 papers) CS (1 paper) UIA (1 paper)	[S33] [S3] [S62]	[S26], [S51] - -	- - -
14.	Morality (moral obligation, moral foundation, moral integrity, moral disengagement, moral justification)	AD (5 papers)	[S29], [S38], [S30]	[S25]	[S49]
15.	Internet usage type	CS (1 paper) CA (4 papers)	- [S10], [S11]	- [S8]	[S2] [S13]
16.	Individual Perceived Pressure	AD (3 papers) UIA (1 paper)	[S43], [S47], [S52] [S61]	- -	- -
17.	Emphatizing-systemizing	CA (3 papers)	[S14]	[S21]	[S9]
18.	Impulsivity	CS (1 paper) CA (2 papers)	- [S14], [S19]	- -	[S6] -
19.	Sensation Seeking	CA (1 paper) UIA (1 paper)	- -	- -	[S9] [S61]
20.	Loneliness	CA (2 papers)	[S8], [S13]	-	-
21.	Perceived benefits	AD (2 papers)	-	[S25], [S42]	-
22.	Idolatory	AD (2 papers)	[S23]	[S25]	-
23.	Music's quality	AD (1 paper)	[S25]	-	-
24.	Novelty seeking	AD (1 paper)	[S25]	-	-
25.	Constructivist Practices in the Learning Environment (CPLE)	AD (1 paper)	[S59]	-	-
26.	Time perspective	CS (1 paper)	-	-	[S1]
27.	Escapism	CS (1 paper)	[S5]	-	-
28.	Attention	CS (1 paper)	[S7]	-	-
29.	Interpersonal sensitivity	CA (1 paper)	[S9]	-	-
30.	Psychopathic traits	CA (1 paper)	[S9]	-	-
31.	Disabilities	CA (1 paper)	[S11]	-	-
32.	Attachment	CA (2 papers)	[S22]	[S8]	-
33.	Body Image Dissatisfaction	CA (1 paper)	[S17]	-	-
34.	Anxiety	CA (1 paper)	[S9]	-	-
35.	Self-esteem	CA (1 paper)	[S11]	-	-
36.	Biological clock	CA (1 paper)	-	-	[S15]
37.	Social support	CA (1 paper)	-	[S21]	-
38.	Perceived cost	AD (1 paper)	-	[S23]	-

∗SE comprised of Positive Significant Effect and Negative Significant Effect
AD = Academic Dishonesty; CS = Cyberslacking; CA = Cyber Abuse; UIA = Unethical Internet Access

However, Day et al. [S43] reported that conscientiousness has a positive influence compared to openness, while neuroticism does not significantly affect student engagement in AD. Interestingly, five CA studies show mixed findings [S8], [S11], [S13], [S15], [S21]. All studies found that conscientiousness has a significant effect while openness to experience does not have a significant effect. Only [S8], [S13], [S21], found that agreeableness has a significant effect, while the other find reported that it is not significant. Whereas [S8], [S11], [S15] found that extraversion has a significant effect while others reported a contradictory result. Neuroticism is reported as significant by [S8], [S13], [S15], while other is not.

Psychopathology symptoms are a group of factors that include depression, hostility, anxiety, somatization, shyness, and ostracism that were studied in whole or partly. Four CA studies [S9], [S11], [S13], [S17], and one UIA study [S61] found that these factors have a significant effect, while two CA studies [S8], [S14] have a mixed effect.

Experience is factors that involve students' past engagement in unethical behaviour, either as a victim, perpetrator or witness. Students' experience in using tools to conduct the behaviour is also included in this group. Three AD studies [S34], [S44], [S51], and three CA studies [S11], [S12], [S21], found that past experience is a significant factor. Villora et al. [S20] reported that control abuse has a significant effect while direct abuse is not significant showing a mixed effect in this CA study.

Five out of six studies in academic dishonesty investigated that ethics has a significant effect on student engagement in unethical Internet behaviour [S23], [S32], [S30], [S35], [S37], whereas [S33] claimed it is not. Although Akbulut and Dönmez [S26] and Baetz et al. [S51] reported that social desirability does not have a significant effect, however, Risquez et al. [S33], Akbulut et al. [S3] and Rasmussen et al. [S62] refute this finding.

Five studies explored the aspect of morality and provided different effects [S25], [S29], [S30], [S38], [S49]. Most studies yield that morality has a significant effect in influencing student engagement in unethical Internet behaviour [S29], [S38], [S30]. Lin et al. [S25] claimed that morality does not significantly influence student involvement in unethical Internet behaviour. Ampuni et al. [S49] find that a mix of moral integrity and moral disengagement significantly affects student engagement while other aspects do not.

Two out of four CA studies [S10], [S11] reported that internet usage type has a significant effect, while [S8] refuted this claim. Interestingly, one CS study [S2] and one CA study [S13] have a mixed effect. In terms of individual perceived pressure, three AD studies [S43], [S47], [S52], and one UIA study [S61] agreed that it is one of the significant factors that influence student involvement in unethical Internet behaviour. Two studies researched the effect of perceived benefit effectiveness on student behaviour, but reportedly it has no significant effect [S25], [S42].

Empathizing-systemizing is a group of factors such as empathy, cognitive empathy, affective empathy, emotional reactivity and social skills. Cognitive and affective empathy is a significant factor found by [S14] but not by [S8] and [S21]. The only study by [S8] reported that emotional reactivity and social skills significantly affect student behaviour, which has a mixed effect on these factors. Two CA studies agreed that impulsivity has a significant effect on student behaviour [S14], [S19], while one CS study reported a mixed effect [S6]. Attentional impulsiveness is significant, while motor impulsiveness is not.

Regarding sensation-seeking factors, one CA study [S9], and one UIA study [S61] showed mixed effects. A study in [S9] shows that boredom susceptibility, disinhibition, and experience seeking has significant effect while adventure seeking is not. While in [S61], only disinhibition has a significant effect while boredom susceptibility and total sensation seeking have no significant effect.

Another significant factor is loneliness, researched by Kokkinos et al. [S8] and [S13] in CA studies. Other studies, such as Thongmak [S23], reported that idolatry significantly affects student engagement in unethical Internet behaviour, while Lin et al. [S25] refuted this claim. Attachment is a significant factor by [S22] but not significant in the study by [S8].

Few academic dishonesty studies have investigated novelty seeking, music quality, Constructivist Practices in the Learning Environment (CPLE) and perceived cost. Lin et al. [S25] reported that novelty seeking and music quality positively impact the intention of unethical Internet behaviour. A study by Alt [S59] shows that students were less inclined toward academic cheating in constructivist pedagogical practices in the learning environment. Thongmak [S23] reported that perceived cost is not a significant factor in AD studies.

Cyberslacking studies by Rana et al. [S5] and Wu [S7] have investigated that escapism and attention significantly affect cyberslacking behaviour, respectively. On the other hand, Labar et al. [S1] reported factors that have mixed effects on cyberslacking behaviour. The time perspective of past negative and future orientation is significant factors in cyberslacking behaviour. While the time perspective of present fatalistic and present hedonistic are not significant.

On the subject of cyber abuse studies, Kokkinos et al. [S9] claimed that interpersonal sensitivity, psychopathic traits and anxiety determine unethical behaviour. Furthermore, Kowalski et al. [S11] argued that disabilities and self-esteem are also significant factors in the CA study. Additionally, body image dissatisfaction is found to be significant by Balta et al. [S17]. Nevertheless, only social support is found not to be significant by Howard et al. [S21]. Lastly, Kircaburun and Tosunta [S15] showed a mixed effect on biological clock factors: the evening type's chronotype and sleeping quality had a significant effect, while the morning type and the neither morning nor evening type were not significant.

E. RQ4 - Challenges and Research Opportunities for the Unethical Internet Behaviour Research within University Setting

This section aims to address Research Question 4, highlighting some challenges and problems regarding unethical behaviour in a university setting. The presented issues are categorised according to the type of unethical internet behaviour, namely academic dishonesty and cyber abuse, to facilitate the extraction of important challenges that emerged from the reviewed works. Note that this study does not find research area challenges presented by the studies under unethical Internet access and cyberslacking categories. The mapping of challenges in unethical behaviour among university students is summarised in Table IX.

Challenges in addressing academic dishonesty have been discussed in many pieces of literature. Under academic dishonesty, the most widely cited issues are organisational related, followed by awareness problems, cost of software and tools problems, and government enforcement problems. The inflated cost to acquire digital products [S23], [S28], [S30], such as software and digital academic materials, may drive student intention for piracy. Therefore, challenges in keeping these digital products affordable through an effective pricing

model [S23] need to be addressed to reduce digital piracy problems among university students. Additionally, universities must promote awareness of academic integrity among the students and lecturers. On the students' side, there is a lack of student awareness of digital piracy to be regarded as ethically problematic, as cited in [S26]. Similarly, lecturers lack understanding of what constitutes academically dishonest behaviour [S33], [S35].

TABLE IX. CHALLENGES IN UNETHICAL BEHAVIOUR AMONG UNIVERSITY STUDENTS

Unethical Behaviour	Categories of Challenges	List of Challenges	Total Studies	Sources
Academic Dishonesty	Cost of digital products	1. High costs of digital products that drives piracy behaviour.	2	[S23], [S28]
		2. High costs to manage and update plagiarism checker/detection tools.	1	[S30]
	Awareness	1. Lack of student's awareness on digital piracy to be regarded as an ethically problematic.	11	[S25], [S26], [S27], [S28], [S30], [S37], [S38], [S41], [S31], [S32], [S57]
		2. Lack of lecturer's understanding of what constitutes an academically dishonest behaviour.	2	[S33], [S35]
	Organisational	1. Lack of campus Honor Code (acknowledgment by student) as policing initiatives.	3	[S33], [S38], [S54]
		2. Lack of affirmative and systematic punishment	7	[S33], [S31], [S57], [S48], [S52], [S53], [S55]
		3. Lack of anti-plagiarism policy and practice	5	[S33], [S31], [S45], [S56], [S55]
		4. Lack of formalized pedagogy and training that address academic integrity.	13	[S30], [S33], [S37], [S32], [S57], [S43], [S45], [S47], [S48], [S52], [S59], [S54], [S55]
		5. Organizational Culture/ Environmental factors	7	[S28], [S33], [S57], [S43], [S45], [S47], [S55]
	Laws and regulations	1. Lack of law enforcement	1	[S25]
Cyber Abuse	Awareness	1. Lack of awareness among lecturer/ counselor	4	[S8], [S9], [S14], [S19]
		2. Lack of privacy awareness among student	1	[S21]
	Organisational	1. Lack of student support and intervention	6	[S8], [S9], [S11], [S16], [S20], [S22]
		2. Lack of reporting avenue	1	[S8]
		3. Lack of collaboration	2	[S8], [S12]
		4. Lack of formalized pedagogy and awareness program that address cyberabuse.	7	[S8], [S12], [S13], [S14], [S16], [S20], [S17]

There is an abundance of discussion in the literature that cites organisational-related issues in academic dishonesty. The most cited issues are the lack of formalised pedagogy and training that address academic integrity. Authors in [S45] highlighted the importance of the higher learning institution effectively communicating their expectations about learning and integrity to the students. The lack of awareness among students and lecturers regarding academic integrity practice is often attributed to a lack of pedagogical training in teaching academic writing. Ongoing skill development among lecturers in the technical aspect [S45], time management and organisational skill [S57], and academic writing [S45] should be supported by the faculty. The lack of anti-plagiarism policy and practice [S55], [S56], campus "Honor Code" [S33], [S38], [S54], and ineffective punishment [S48], [S52], [S53] challenges must be tackled to reduce breaches of academic integrity. In addition, addressing organisational culture issues [S43], [S57] is especially important to shape and define university's academic integrity's practices. Finally, the lack of law enforcement at the national level [S25] may also contribute to university students' digital plagiarism behaviour.

IV. CONCLUSION

This study provides a systematic literature review of the literature on the current state of unethical Internet behaviour in higher education published in prominent academic journals from 2010 to 2020. It defines each category based on the research on unethical Internet behaviours; the presentation of theories used in earlier research on unethical Internet behaviour; the discovery of demographic and risk factors linked to unethical Internet behaviour; and finally, the analysis of the issues and research possibilities posed by unethical Internet behaviour in higher education institutions. The findings of this survey from 64 research articles are presented in a taxonomy that can be utilised to comprehend the current state of unethical Internet behaviour in higher education. Regarding the present study's limitations, which occur in research based on a systematic review, there is a possibility of information loss as a result of the searching strategy used in this study. Although the authors strived to create comprehensive keyword and key string listings, it is plausible that some synonyms were overlooked. In constructing the SLR, insufficiency in synthesising keywords and key strings can influence search results. The fact that this analysis is restricted to English language journals and conference publications leaves room for the potential of other pertinent writings that were left out. This limitation may also cause zero evidence of articles discussing cybercrime or hacking, as discussed in RQ1.

Furthermore, this SLR exclude studies on unethical Internet behaviours that are closely related to any type of addiction or disorder that have been defined in The Diagnostic

and Statistical Manual of Mental Disorders, Fifth Edition, Text Revision (DSM-5-TR). The main reason for this exclusion is that the current authors do not have the expertise to analyse such studies. This exclusion may make it more likely that more pertinent articles will be overlooked.

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APPENDIX A

LIST OF INCLUDED STUDIES

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