Research Article

Analysis of influential factors on academic integrity of college students in Hefei

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ABSTRACT

This study aims to investigate the factors contributing to academic cheating behavior among university students at a university in Hefei, Anhui. The author randomly selected 165 ordinary students (60 males and 105 females) from different majors, including accounting, finance, and architecture, and the data was collected through a primary survey. The survey results indicate that although most respondents perceive the seriousness of cheating behavior, they still choose to engage in cheating, which is thought-provoking. Today's university students are tomorrow's employees, and the moral values they adhere to influence their behavior. It is essential to make all students aware of the reality of academic integrity on campus and the consequences of violating academic ethical standards. Based on this purpose, the researcher conducted a factor analysis of the influencing factors that contribute to this situation.

Keywords: Academic Integrity; Hefei; Anhui; higher education; factor analysis

1. Introduction

Academic integrity has always been a sensitive issue, and the phenomenon of academic dishonesty has been a focal point of concern for universities. Academic integrity is crucial for an individual's self-identity as a learner, the academic mission of the campus, the reputation of the university, and the qualifications it confers. Acts of academic dishonesty are considered fraudulent and pose a concern and threat to educational systems in almost all countries.

Academic integrity is a comprehensive term defined as a set of shared values and ethics, including honesty, fairness, rigor, trust, and respect in relation to students' academic work and its assessment (Stephens, 2019; Macfarlane, Zhang, & Pun, 2014)[1]. The most typical form of academic dishonesty on university campuses is cheating, which includes but is not limited to: lying; copying exam answers from others; discussing exams or answers at any time unless such discussion is specifically authorized by the instructor; receiving copies of exams without the instructor's permission; and using or displaying notes, "cheat sheets," or other unauthorized information devices during exams (Davis et al., 2009; Lambert et al., 2003)[2].

Only graduates with integrity can adapt to dynamic environments and possess a high level of professionalism (Hasrat A Aimang et al., 2022)[3]. Over the past 50 years, the number of students who self-

report persistent or frequent cheating has sharply increased, particularly in the area of exam cheating (Bertram Gallant 2020; McCabe et al. 2012)[4].

In the face of this growing phenomenon, we must identify the reasons for its occurrence and the influencing factors that contribute to it. By pinpointing the root of the problem, we can suppress the occurrence of this phenomenon, create a good academic integrity environment in universities, and cultivate high-quality university graduates.

2. The meaning and behaviors of academic dishonesty

Academic dishonesty is defined as any form of cheating related to formal academic activities, including the use of unauthorized materials, facilitating (helping others to cheat), falsification (misrepresenting oneself), and plagiarism (claiming others' work as one's own) (Sendag et al., 2012)[5]. Understanding the potential causes and complexities of academic dishonesty is crucial for establishing an effective academic culture to combat this phenomenon. Investigating college students' perceptions of cheating is particularly important, as the impacts of academic fraud are numerous; it affects the integrity of the learning process (Davis et al., 2009)[6], individuals' long-term behaviors, and the ability of academic institutions to achieve their established goals. Students who engage in cheating are more likely to develop attitudes and habits that hinder learning, which may ultimately lead to dishonest graduates. Furthermore, acts of academic dishonesty undermine the accurate and genuine assessment of student learning and interfere with teachers' efforts to properly diagnose and address students' learning deficiencies. This study aims to examine the severity of cheating behaviors among students at a university in Hefei, as well as to analyze the factors contributing to this situation.

This study focuses on the severity of academic cheating behaviors among college students. Academic ethics and integrity are essential elements of quality education, and the necessity of academic integrity education on campus has been fully demonstrated. Universities need to take on more responsibility to educate students about plagiarism and explain how to properly cite sources (Pàmies et al., 2020)[7]. Academic integrity is the cornerstone of the learning process, and higher education institutions have the opportunity to promote academic integrity and prevent academic dishonesty on campus by providing clear guidelines, fair solutions, and involving both students and faculty.

Academic dishonesty is often addressed as a misconduct issue on campus, with colleges and universities having policies that indicate they resolve these violations through formal procedures (Bertram Gallant & Drinan, 2008)[8]. However, the reality is that many instances of academic misconduct go unresolved or unreported, which reinforces the notion that such unethical behavior is acceptable.

3. The history of academic dishonesty in research

The issue of academic dishonesty is an ancient problem that can be traced back thousands of years (Lang, 2013)[9]. Historically, academic dishonesty has been a form of rebellion. Drake (1941)[10], in one of the earliest studies on academic misconduct, found that student cheating is a response to challenging coursework and extreme competition, as well as a way for students to express dissatisfaction and conflicting emotions.

Bowers (1964)[11] provided a new avenue for investigation into academic dishonesty and its impact on universities through a national study involving 99 schools and over 5,000 students, using the term "cheating" to define a range of academically dishonest behaviors. McCabe et al. (2012)[12] defined various forms of academic dishonesty and found a high prevalence of such behaviors. In their overview of 20 years of

research on student academic dishonesty, they discovered that 82% of students admitted to cheating or observed other students cheating. The methods of cheating are diverse, including copying, paraphrasing, incorrect citation, and presenting ideas as one's own without proper attribution (Handa, 2008)[13]. Overall, academic dishonesty is defined as "the misrepresentation of academic mastery, including sharing others' work, purchasing term papers or exam questions in advance, or paying someone to do your work" (International Centre for Academic Integrity, 2020)[14].

4. The current situation of academic dishonesty among students

Academic dishonesty among students is common on university campuses. Over the past 50 years, self-reported cheating has been widespread and consistently high (Bertram Gallant, 2020)[15]. Research shows that between 40% (McCabe, 2005)[16] and 70% (International Centre for Academic Integrity, 2020)[17] of students admit to participating in or being aware of academic dishonesty on campus.

5. Reasons why students choose academic dishonesty

There are many reasons why students cheat (Perry, 2010)[18]. The educational environment can influence academic integrity by imparting the right academic values, establishing clear policies, and providing adequate support and guidance. If cultural education emphasizes integrity, ethics, and knowledge, students and teachers are more likely to respect the principles of academic integrity. Conversely, if the educational environment prioritizes grades, fosters intense competition, or exhibits widespread dishonesty, academic integrity may be compromised.

Teachers play a crucial role in fostering academic integrity, and their strict expectations regarding dishonest behavior can significantly improve students' attitudes towards academic dishonesty (Chirikov et al., 2020)[19]. In fact, teachers also believe that their teaching role goes beyond facilitating content learning, thereby enhancing students' awareness of the importance of academic honesty (Gottardello, D., Karabag, S.F, 2020)[20]. Faculty in higher education must take significant measures to reduce unethical behavior among students. This is done to strengthen student behavior in the classroom and to establish future standards of conduct, promoting ethical decision-making among the next generation of professionals. Teachers should emphasize the importance of ethics and integrity and develop a classroom environment that values learning over grades. By clearly stating their expectations for student behavior, teachers can foster an atmosphere that is hostile to academic dishonesty at both the individual and group levels.

The influence of peers also has a significant impact on students' choices regarding academic dishonesty. When students become aware that others are involved in academic dishonesty, the likelihood of engaging in such behavior increases (McCabe, 2016)[21]. Sloan et al. (2009)[22] argue that peer behavior can lead to cognitive dissonance, which can have both positive and negative effects. When students see members of the academic community benefiting from engaging in academic dishonesty, they come to understand that such behaviors can be advantageous (McCabe et al., 2012)[23]. Petress (2003)[24] suggests that students who have engaged in academic dishonesty are less likely to report the behavior of others.

Personality determines deceptive behavior because it influences beliefs about oneself and others (Steinberger, P et al., 2021)[25]. Personality traits are crucial for understanding dishonest behavior (Eshet et al., 2021)[26], as personality traits represent stable patterns of thoughts, feelings, and behaviors exhibited by individuals in their interactions with the environment (Gouveia et al., 2021)[27].

The development of creative thinking aligns with Bloom's taxonomy of cognitive skills theory. Students with creative thinking and emotionally stable individuals tend to be more moral. Academic research has

confirmed that students with high levels of creative thinking are more likely to reduce undesirable behaviors and improve their academic integrity (Shane et al., 2018)[28].

Students with lower levels of self-efficacy (Finn & Frone, 2004)[29] and lower learning motivation (Sheard & Dick, 2003) [30]are more likely to engage in academic dishonesty. To achieve the desired goals, it is important to stimulate students' sense of responsibility and morality regarding academic integrity. When they are passionate and proactive about their academic work, they are more likely to adhere to academic ethical standards and maintain good academic behavior.
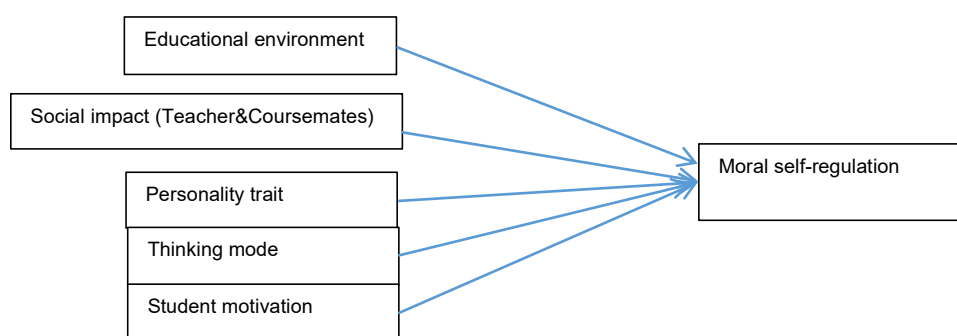

Figure 1. Conceptual framework.

The main purpose of this study is to investigate the factors influencing academic integrity among university students in Anhui Province, China. However, to clearly understand this broad objective, it is subdivided into the following five specific goals.

1. To examine the connection between the educational environment and the improvement of academic integrity.

2. To examine the connection between social impact(teachers&coursemates)and improving academic integrity.

3. To analyse the connection between personality trait and academic integrity.

4. To explore the connection between students' thinking mode and improved academic integrity.

5. To explore the connection between students motivation and improved academic integrity.

This study has some limitations. First, the data is based on self-reports from students, which may lead to underreporting and inaccurate responses due to students' sensitivity to social desirability bias, especially given the sensitive nature of the survey topic. The researchers attempted to mitigate this issue by ensuring complete anonymity and emphasizing the importance of honest responses. Future surveys should also collect such data from other sources (e.g., reports from institutions related to violations of codes of conduct) and informants (e.g., course peers and teachers). Second, since the study was conducted at a single university, the small sample may not be representative of all college students. Therefore, the results of this study should be replicated at other universities with larger and more diverse student populations to gain a comprehensive understanding of academic dishonesty among college students. However, despite these limitations, this research has revealed the influencing factors of academic dishonesty among college students.

Researchers believe that the high prevalence of academic dishonesty observed in studies may be due to the low likelihood of being caught or facing punishment. Therefore, universities must re-evaluate the strength and application of their student codes of conduct. As Vandehey & Diekhoff (2007)[31] argued,

students' concerns about being caught and punished for academic dishonesty are far more effective in deterring such behavior than their intrinsic feelings about the behavior itself. According to Petress, K. C. (2003)[32], if students are found to be dishonest and face severe warnings and punishments, such behavior is more likely to decrease. When students know that academic dishonesty will be detected and met with strict penalties, their participation in academic dishonesty diminishes.

6. Empirical Analysis of the Questionnaire

The paper draws on existing literature to design a questionnaire. The questionnaire mainly includes seven modules: basic information of the research subjects, educational environment, social influence, personality traits, thinking patterns, student motivation, and moral self-regulation scales. A 5-point Likert scale is used, and the research subjects score based on their actual situation.

Based on the research direction and data, the content of the survey on academic integrity is designed. The survey content is divided into seven modules for analysis: basic information of the survey subjects, educational environment, social influence, personality traits, thinking patterns, student motivation, and moral self-regulation. Each scale corresponds to questions as indicated in **table 1.**

Table 1. Scale description.

meters	serial number	title
educational environment	A1	It is easy for me to copy/paste due to advanced technology
	A2	I know how to cite electronic information
	A3	It is easy to extract documents, information, data from the website
	A4	Under stress makes me afraid I will not graduate. Thus, I tend to cheat to pass my exams
	A5	Money pressure makes me afraid I will not graduate. Thus, I cheat s so that I will pass my exams.
	A6	I am aware that incidents of academic dishonesty are increasing
	A7	Sometimes I am tempted to plagiarize，because everyone else is doing it .
social impact	B1	Family pressure makes me afraid I will not graduate. Therefore, I cheat in exams and assignments.
	B2	Peer pressure makes me afraid I will not graduate. Therefore, I cheat in exams and assignments.
	B3	Faculty pressure makes me afraid I will not graduate. Therefore, I cheat in exams and assignments.
	B4	I do not want to look stupid in front of peers. Therefore, I cheat in exams and assignments.
	B5	I do not want to look stupid in front of my professor. Therefore, I cheat in exams and assignments.
	B6	I do not want to embarrass my family. Therefore, I cheat in exams and assignments.
	B7	If my roommate gives me permission to use his or her paper for one of my classes, I do not think there is anything wrong with doing that.
	B8	I have witnessed any incidents of academic dishonesty in the past
	B9	I have ever handed in an assignment that someone else completed on your behalf (at the post-secondary level).
	B10	I am well aware of the University's policy on academic dishonesty.
	B11	Plagiarism is justified if I currently have more important obligations or tasks to do.
	B12	I think my instructors/advisor make too much fuss about plagiarism

Table 1. (*Continued*)

meters	serial number	title
personality trait	C1	The penalties are minor if I plagiarise
	C2	I am unable to cope with the workload. Plagarising is the easy way out.
	C3	I could not write a scientific paper without plagiarizing
	C4	If one cannot write well in a foreign language (eg, English), it is justified to copy parts of a similar paper already
	C5	Those who say they have never plagiarized are lying.
	C6	I do not feel guilty for copying verbatim a sentence or two from my previous papers.
	C7	Sometimes, it is necessary to plagiarize.
	C8	I know accurately what constitutes plagiarism and what does not.
	C9	Plagiarism is not against my ethical values.
	C10	Because plagiarism involves taking another person's words and not his or her material goods, plagiarism is no big deal.
	C11	I believe that student academic honesty is not important.
	C12	I am aware that plagiarism is as bad as stealing the final exam ahead of time and memorising the answers.
	C13	If I lend a paper to another student to look at, and then rephrasing my work. If the student is caught, I should not be punished.
	C14	I do not feel guilty for copying a sentence word by word.
Thinking mode	D1	It is hard for me to find information sources on the web
	D2	I can easily combine information from multiple sources
	D3	I can easily combine information from multiple sources
	D4	My writing skills are weak
	D5	I sometimes have difficulty expressing my own ideas
	D6	I do not want my competences to be judged or caompare to others
	D7	I find it difficult to learn and achieve my self-set standards
	D8	Assigned academic work will not help me personally/professionally
	D9	I do not want to learn anything, just pass
	D10	It is easier to plagiarise than to study
	D11	It is alright to use other people's work without citing the source
	D122	Plagiarized parts of a paper may be alright if the paper is of great scientific value
	D13	Self-plagiarism should not be punishable in the same way as plagiarism is.
	D14	A plagiarised paper does no harm academically.
	D15	Sometimes I copy a sentence or two just to be inspired for further writing.
	D16	Punishment for plagiarism in college should be light because students are young people just learning the ropes
	D17	I think it is not important to avoid plagiarism
	D18	I know how to keep away from committing plagiarism

Table 1. (*Continued*)

meters	serial number	title
student motivation	E1	I find it difficult to access to new technologies
	E2	I find it difficult to translate information from other languages
	E3	I will not get caught on plagiarism
	E4	I am not aware of penalties if i plagiarism
	E5	I do not understand the consequences of plagiarism
	E6	The gains are higher than the losses if i plagiarism
	E7	I plagiarise because I run out of time
	E8	I do not know how to cite the literatures
	E9	I do not know how to find research materials
	E10	I do not know how to do research
	E11	The tasks are too difficult for me
	E12	I have too many assignments in a short amount of time
	E13	I am afraid to fail and unable to graduate, so I plagarise.
	E14	I do not want to embarrass myself
	E15	I fear asking for help to others
	E16	My fear of performing poorly motivates me to plagiarise
	E17	Short deadlines give me the right to plagiarise a bit.
	E18	Plagiarism is not a big deal.
	E19	Plagiarism is justified if the professor assigns too much work to the course.
	E20	Copying from public material without citing is alright.
	E21	I did the same assignment and giving the same answer with several other students without the instructor's permission is alright.
	E22	I often provide another student the answers when they need during exam.
	E23	Copying answers from another student in an examination is alright.
	E24	Taking with me unauthorised material, such as notes, into an examinaton is alright.
Moral self-regulation	F1	I am satisfied with my moral self-control.
	F2	I will adjust my behaviour to remain consistent with personal ethical standards.
	F3	schools are very helpful when it comes to helping us improve our moral self-regulation.
	F4	I have participated in many moral education courses or activities at university.
	F5	I feel that moral education has been integrated into the university curriculum and campus culture.
	F6	I would like to continue to participate in future moral education activities on campus.
	F7	I often reflect on whether my behaviour is ethical.
	F8	I will abandon my personal moral judgement because of group pressure.
	F9	In my daily life, I have regular habits or rituals to strengthen my moral self-control.
	F10	I believe that moral education and cultivation is very important for personal development.

This article conducts a statistical analysis of 165 valid samples from the survey, covering basic information such as gender, age, and grade. The analysis results are shown in **Table 2**, and the following is a summary of the sample characteristics:

In terms of gender, the male sample consisted of 60 students (36.4 per cent) and the female sample consisted of 105 students (63.6 per cent), indicating that females had a higher level of awareness of academic integrity than males. The age distribution shows that students' awareness of academic integrity is highest at the age of 22, accounting for 73.9%. At the age of 19 to 21 years, only a portion of the students were aware of academic integrity. In terms of grade level, first graduation students had the highest awareness of academic integrity at 64.8%. Between freshman and senior year, students were less aware of academic integrity with a cumulative percentage of 5.2%.

Table 2. Population descriptive statistics.

entry	options	frequency	per cent/%	Effective percentage/%	Cumulative percentage/%
sexes	male	60	36.4	36.4	36.4
	female	105	63.6	63.6	100
age	18	6	3.6	3.6	3.6
	19	7	4.2	4.2	7.9
	20	16	9.7	9.7	17.6
	21	14	8.5	8.5	26.1
	22	122	73.9	73.9	100
grade	first-year	16	9.7	9.7	9.7
	second-year	10	6.1	6.1	15.8
	third-year	18	10.9	10.9	26.7
	fourth-year	14	8.5	8.5	35.2
	graduated	107	64.8	64.8	100

In this study, the main variables were measured using a scale with options ranging from 1 to 5, indicating a progressively increasing level of agreement. From the scoring results in Table 4.3, it can be seen that, except for the average values of the educational environment and moral self-regulation scales, which are above 3, exceeding the theoretical moderate level of 3, the average values of the other variables are all below 3, indicating a prevailing opposing viewpoint. Therefore, in this survey, the educational environment and moral self-regulation generally show a positive effect. According to previous research conclusions, when the absolute value of the skewness coefficient is less than 3 and the absolute value of the kurtosis coefficient is less than 10, the data can be considered to conform to a normal distribution. The research data in this paper show that the maximum absolute value of the skewness coefficient is 2.093, and the maximum absolute value of the kurtosis coefficient is 4.308, both of which meet the assumption of normal distribution, providing a basis for subsequent data analysis and hypothesis testing.

This article mainly conducts reliability testing using Cronbach's α coefficient. Generally speaking, when the α coefficient is greater than 0.8, it indicates very good reliability; an α coefficient between 0.6 and 0.8 suggests good reliability; if the α coefficient is less than 0.6, the scale should be reconsidered and redesigned. This article used SPSS 27.0 software to analyze the reliability of all variables in the study, and the results showed that the overall reliability coefficient of the sample was 0.988, indicating that the reliability of the data is very good and can be used for research. Furthermore, the reliability analysis results for each variable

showed that the α coefficients were all greater than 0.8, indicating that the overall credibility of the questionnaire is high and further research can be conducted. Detailed data can be found in **Table 3**.

Table 3. Reliability analysis.

Research variables	Cronbach's a	Number of questions
educational environment	0.95	7
social impact	0.99	12
personality trait	0.989	14
Thinking mode	0.985	18
student motivation	0.992	24
Moral self-regulation	0.948	10

In the validity testing process, this paper first conducted the KMO and Bartlett's test of sphericity. Generally, the KMO coefficient ranges from 0 to 1, with values closer to 1 indicating better validity. The overall KMO value of the scale in this study is 0.939, indicating that the data validity is very good and suitable for research. Additionally, the validity analysis results for each variable show that the KMO values are all greater than 0.9, indicating that the overall validity of the questionnaire is very high. Further research can be conducted. Detailed data can be found in **table 4**.

Table 4. Validity analysis.

Research variables	KMO	approximate chi-square	Bartlett degrees of freedom	significance
educational environment	0.918	1712.61	21	0
social impact	0.923	4340.624	66	0
personality trait	0.95	5072.449	91	0
Thinking mode	0.969	4466.94	153	0
student motivation	0.953	10293.52	276	0
Moral self-regulation	0.932	1378.247	45	0

This article uses principal component analysis for exploratory factor analysis. Generally speaking, when the rotated factor loadings are greater than 0.7, it indicates good structural validity. A principal component factor analysis was conducted on all items, as shown in Table Among them, the factor loadings for the items related to student engagement and thinking patterns are all greater than 0.7, while the coefficients for the other scale items are all greater than 0.6, indicating that each scale has good validity.

When conducting confirmatory factor analysis, it is necessary to examine whether the fit of the structural equation meets the standards. **Table 5** shows the recommended values for structural equation fit indices in academia, as well as the fit results of the model in this paper. The data indicates that the fit results of the model are as follows: CMIN/DF (Chi-square to degrees of freedom ratio) = 2.732, which is less than 3; fit indices such as CFI, NFI, TLI, IFI, and RFI are all less than 0.9; RMSEA (Root Mean Square Error of Approximation) = 0.103, which is greater than 0.08. The results indicate that the model fit is poor.
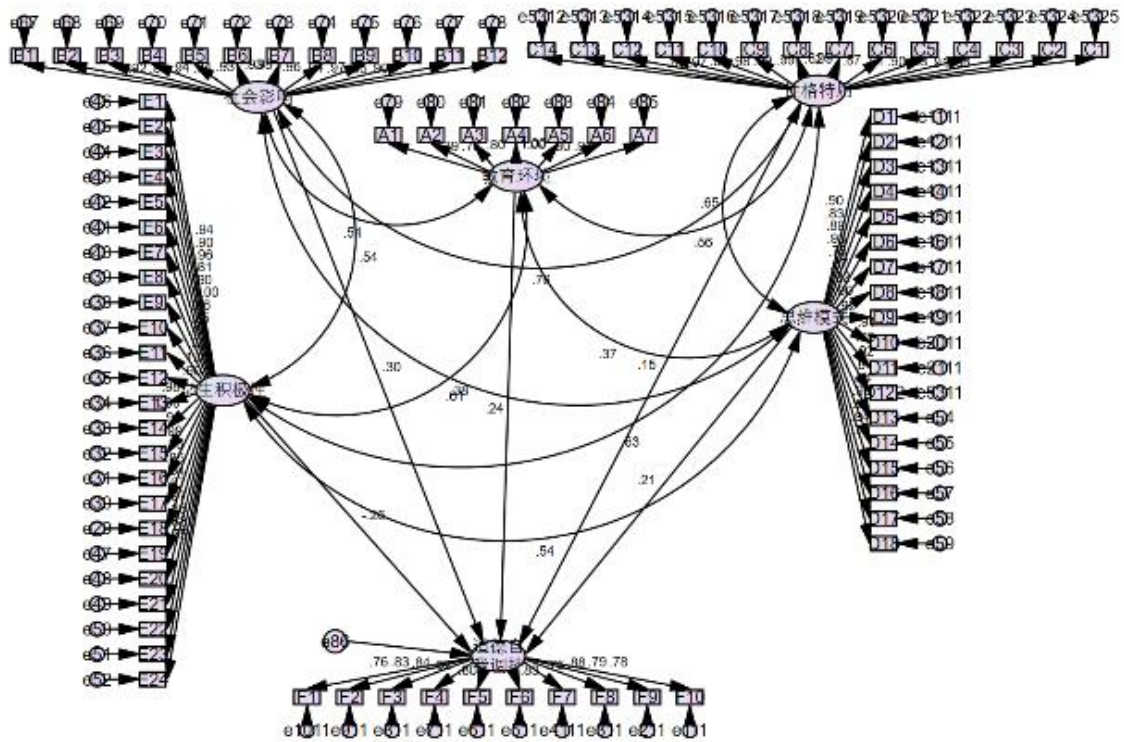
Figure 2. Confirmatory factor analysis.

Table 5. Structural model.

	CMIN/DF	CFI	NFI	TLI	IFI	RFI	RMSEA
recommended value	<3	>0.9	>0.9	>0.9	>0.9	>0.9	<0.08
fitted value	2.732	0.8	0.718	0.794	0.801	0.71	0.103

In the confirmatory factor analysis, it is necessary to check whether the fit degree of the structural equation is up to the standard. Table shows the proposed values of the structural equation fitting index and the fitting results of the model in this paper. The data show that the fitting results of the model are as follows: CMIN/DF (Chi-square freedom ratio) =2.732, less than 3; The fitting indexes of CFI, NFI, TLI, IFI and RFI are all less than 0.9, and RMSEA (approximate error root mean square) =0.103, greater than 0.08. The results show that the fitting effect of the model is poor.

4.6. Structural validity

The aggregate validity of the scale was assessed by calculating the factor load between variables and items, and using AVE (mean variance extraction) and CR (combined reliability) measures. In general, when the standardized factor load is greater than 0.5, the AVE value is greater than 0.5, and the CR value is greater than 0.6, the scale has good aggregation validity. The measurement results of this paper are shown in **Table 4.13**. The results show that the standardized factor loads of all questions are greater than 0.6, AVE values are greater than 0.5, and CR values are greater than 0.8, so they have good aggregation validity.

Table 6. Aggregation validity.

serial number	standardised factor loading	AVE	CR
A1	0.787		
A2	0.778	0.77	0.96
A3	0.798		
A4	0.995		
A5	0.996		
A6	0.799		
A7	0.961		
B1	0.925		
B2	0.952		
B3	0.941		
B4	0.942		
B5	0.925		
B6	0.933	0.89	0.99
B7	0.976		
B8	0.962		
B9	0.942		
B10	0.974		
B11	0.953		
B12	0.902		
C14	0.891		
C13	0.966		
C12	0.832		
C11	0.979		
C10	0.987		
C9	0.986		
C8	0.825	0.87	0.99
C7	0.99		
C6	0.871		
C5	0.909		
C4	0.899		
C3	0.982		
C2	0.912		
C1	0.98		
D1	0.902		
D2	0.834		
D3	0.894		
D4	0.926		
D5	0.753		
D6	0.869	0.8	0.99
D7	0.921		
D8	0.902		
D9	0.925		
D10	0.913		
D11	0.892		
D122	0.917		

Table 6. (*Continued*)

serial number	standardised factor loading	AVE	CR
D13	0.867		
D14	0.942		
D15	0.902		
D16	0.943		
D17	0.94		
D18	0.789		
E18	0.848		
E17	0.859	0.84	0.99
E16	0.991		
E15	0.906		
E14	0.997		
E13	0.978		
E12	0.905		
E11	0.996		
E10	0.917		
E9	0.88		
E8	0.947		
E7	0.959		
E6	0.996		
E5	0.903		
E4	0.806		
E3	0.959		
E2	0.904		
E1	0.942		
E19	0.836		
E20	0.968		
E21	0.975		
E22	0.849		
E23	0.878		
E24	0.747		
F10	0.775		
F9	0.794		
F8	0.88		
F7	0.746		
F6	0.828		
F5	0.801	0.65	0.95
F4	0.825		
F3	0.841		
F2	0.833		
F1	0.759		

The proposed hypotheses are tested in Tables . Student motivation, social influence, educational environment and thinking pattern then have a significant effect on moral self-regulation. But personality traits did not with a significant effect on moral self-regulation. Therefore, hypotheses H1, H2, H4 and H5 are valid.

Table 7. Path coefficient.

	trails		standard load	S.E.	C.R.	P
Moral self-regulation	<---	student motivation	-0.261	0.055	-2.958	0.003
Moral self-regulation	<---	social impact	0.297	0.096	2.748	0.006
Moral self-regulation	<---	educational environment	0.237	0.043	2.874	0.004
Moral self-regulation	<---	Thinking mode	0.208	0.058	2.283	0.022
Moral self-regulation	<---	personality trait	0.151	0.066	1.276	0.202

7. Conclusion

Through questionnaire collection and data analysis, it is found that in addition to personality traits, students' motivation, teachers' peers, educational environment and thinking mode all have significant effects on moral self-regulation, while personality traits have insignificant effects on moral self-regulation. Therefore, we educators and decision-makers should focus on the cultivation of students' motivation and thinking mode, appeal to the positive guiding role of teachers' peers, and vigorously build an educational environment to create a good academic integrity atmosphere.

Fund Project

Conflict of interest

The authors declare no conflict of interest

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