

# Academic Honesty and Its Relationship to Moral Development Among University Students

Kazem Shannon Kazem<sup>1</sup>

## Abstract

*The aim of the research was to identify 1- Speech honesty among university students. 2- Significance of statistical differences for academic honesty according to the variable (sex, specialization) 3- Moral development among university students. 4- Significance of statistical differences for moral development according to the variable of gender, specialization) 5-The statistically significant relationship between academic honesty and moral development among university students. To achieve the objectives of the research, the researcher adopted the following: - The researcher built the academic honesty scale according to the definition and theory (Kaplan & Maehr) (2007), as well as adopting and translating the moral development scale (Conway & Love, 2016) 9 Also, adopting and translating the moral development scale ( Conway & Love, 2016). The researcher applied the scale to a sample of (300) students, with (195) males and (105) females for year r2022-2023 and the results were as follows: 1. Undergraduate students have academic honesty. 2- There are no statistically significant differences in moral development according to the variable (sex) and there are significant differences academic specialization 3- University students enjoy moral development. 4-are no statistically significant differences in moral development according to the variable of specialization (sex). 5- There is a correlation between academic honesty and moral development among university students.*

**Keywords:** Academic Honesty, Moral Development, University Students

## INTRODUCTION

### Firstly: Research problem

The spread of academic cheating among university students has contributed to a form of dishonest behavior.

In addition, students' attitudes, values, and morals were considered among the most influential factors in academic dishonesty. To provide a positive atmosphere for their students, educational institutions sought to establish ethical principles, teach them the difference between right and wrong, and implement appropriate instructions. Academic dishonesty, also referred to as "Academic misconduct," any type of cheating that occurs in the context of a formal educational exercise and can result in one or more of the following: deception, fabrication, plagiarism, cheating on exams, exchanges with other students (Gallant, 2009: 234), as a study (Murdock et al. 2008) indicated the importance of WaStudents' cheating behavior to the characteristics of the teacher (Murdock&Hinton, 2008: 234), as the researcher did not conduct any prior research with this cultural group in the university environment, and the purpose of this study was to explore the relationship between academic honesty and the levels of moral development of university students, and the extent to which this relationship can be modified, as well as addressing the gaps in the literature using the theory Kohlberg (1958) for moral development to examine how academic dishonesty, such as (cheating), was linked to the level of moral development of university students (Hulsart & McCarthy, 2011:222). In order to achieve this goal, the current research will try to find out by investigating the relationship between academic honesty and moral development. For university students, by answering the following question.

### What Is the Relationship of Academic Honesty to The Moral Development of University Students?

Second: The importance of research:

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<sup>1</sup> Ministry of Higher Education, University of Baghdad, College of Islamic Sciences. E-mail: [kazem.s@cois.uobaghdad.edu.iq](mailto:kazem.s@cois.uobaghdad.edu.iq)

Over the past years, cheating among university students has increased significantly and affected their morale, and negative behavior among these students has increased during these years (Simha et al. 2012: 76), Academic cheating has become a major concern in the field of education (Hilbig et al 2013: 33)

The myriad factors that contributed to academic dishonesty included how college professors and students viewed cheating, their beliefs about and relationship to academic dishonesty, low levels of self-control, and the peer pressure they face. And no To achieve good grades and complete assignments in a timely manner (Tibbetts & Myers, 1999: 318), For example, Peer influence has been closely linked to increasing rates of academic dishonesty in the Universities so Cheating on tests led to disparities in perceived social standards of student behavior with it When students saw other students cheating, it made them more likely to do so, like that Academic deception has taken various forms Some are obvious, others are less obvious, For example, some viewed working together on homework as a form of cheating, And This case presented different perceptions on the same topic (Pincus & Schmelkin, 2003: 89).

And Because of this self-explanation of academic deception, he possessed the talent with it And faculty members In universities Different perceptions about what cheating constitutes for the educational system as a whole, As he promises Student cheating is common And It is not a recent phenomenon, it was deceit with it related to the characteristics, functions and purposes of education (Davis et al. 2009: 90), He pointed out Romanowski (2008) to The following elements of cheating behavior: (a) presenting someone else's work as your own, (b) submitting the same work more than once, (c) fabricating information, (d) providing false information about an academic exercise (e.g., falsely claiming to submit assignment), (e) giving or receiving assistance with an academic assignment, (f) any attempt to prevent others from completing their work (Romanovsky, 2008: 38), so Increased cheating pulp In the Universities, so The boy confessed with it Cheating is more common than any other form of unethical behavior, such as dishonest behavior in when that non honesty academy Represent priority For all Environments educational, unless that it Excites Anxiety In a way private in Courses the introduction on distance where He works the students In a way independent with monitoring directly less For their actions from before the teacher (Cluskey & Raiborn, 2011: 4).

He pointed out Josephson Institute of Ethics By studying in a year (2004), that Nearly 62% admitted to cheating on exams at least once, while 38% admitted to cheating two or more times (2009: 36 Davis & Gallant.), like that They see Students "Academic dishonesty is more acceptable, or at least less morally objectionable, than other forms of cheating or theft." and that Their desire to please their parents as an important variable to achieve higher grades, these students took with it Consider ethical compromises, such as academic dishonesty, in exchange for a higher competitive standing in the university (Bocca, 2005: 45).

A study indicated Schab (1971), that forcing students to cheat may be related to the desire to succeed and obtain a certain goal (Schab, 1971: 341).

Adding importance to moral development

#### ▪ **Theoretical Importance**

1- This research is distinguished by linking the variables of academic honesty and moral development to an important group that is distinguished by their high will to develop their lives, which is the group of university students.

2- Determine the level of academic honesty and moral development and the relationship between them.

#### **Practical Importance**

1- Providing a solid base of scientific results relevant to university students, especially with regard to their academic honesty and moral development.

2- Enriching the Iraqi library and researchers with a new topic that has a role in society.

3- Coming up with recommendations and suggestions that are consistent with the research results and improve the lives of university students.

Third: Research objectives:

**The Current Research Aims To Identify:-**

- 1-Academic honesty among university students.
- 2-The significance of the statistical differences in academic honesty according to the variable (gender - specialization)
- 3-Moral development among university students.
- 4-The significance of statistical differences in moral development according to the variable (gender - specialization)
- 5-The statistically significant relationship between academic honesty and moral development among university students.

Fourth: Research limitations:

Spatial boundaries: University of Baghdad.

Time limits: Academic year (2022/2023).

Human limits: students at the University of Baghdad and the scientific and humanities colleges.

Fifth: Definition of terms:

**The Current Research Is Defined By The Following Terms:-**

**First: Academic Honesty and Its Customs**

**(Simhaalbert. 2012)-1)**

Any act that violates the established rules governing test administration or task completion, and heBehavior that gives one the advantagepulpAn unfair advantage over others on a test or assignment or any procedure that reduces the accuracy of the intended inferences arising from a student's performance on a test or assignment(Simha. Albert2012: 317).

**(Kaplan & Maehr, 2007)-2**

It is an important point of view on motivating students regarding school trends, which contributes to students' participation in adaptive and maladaptive attitudes, evaluating their duties, and reducing negative behavior.(Kaplan & Maehr, 2007:45),

**Operational definition:** And it is measured By degree that Gets on her requester on The scale built by the researcher According to theory And definition(Kaplan & Maehr, 2007:45),

**Secondly: Moral Developmentmoral Development: And He Knew Her**

**Fieser, 2006))**

Which indicates that it is Maximize Benefit for every An individual in the society from during investigation level higher from the satisfaction comparison By not the satisfaction that may be It follows on a result verb Fieser, 2006: 17):

**Operational definition:** And it is measured By degree that Gets on her requester on Scale(Conway & Love, 2016), which was prepared according to theory And definition((Fieser, 2006).

The concept of academic honesty:

“The purpose of education is not to get rid of the system of cheaters but to work with the student to correct deviant, but normal, juvenile behavior.” “As deviant behavior begins to change, personal integrity has diminished in the education system, especially in secondary schools. As a result, it is more tempting to cheat if

the penalties for failure are higher, or if you feel upset or at gunpoint.” ( Davis et al, 2009: 11), In addition to low integrity, Confirm (Callahan, 2004) argues that cheating behavior occurs not only because of a culture that is unsuccessful in controlling cheating behavior, but also because it rewards lying., And That dew with it They engage in academic cheating because they have never learned why cheating is wrong, And for to Mr It plays a major role in contributing to the cause of child cheating with it When reduced Wa Low grades would so Dew hair with it that Professors They failed to praise publicly and rebuke privately, In the eighteenth century, the deception was deceived with it Academics despite the penalty of expulsion from school, The rain continued with it In academic dishonesty during the nineteenth and early twentieth centuries for the purposes of professional and personal advancement, like that The Vietnam War also contributed to post-secondary cheating, so Tried many Students Avoid conscription by enrolling in post-secondary schools (Davis et al. 2009:41), Many of these students may not be with it Eligible for college and university level study, they had no choice but to cheat in order to maintain their grade point average, and that The relationship between academic performance and cheating It is an inverse relationship It is modified by specifying the school (Finn & Frone, 2004: 55), and it has Faces requester in That Difficulties interact with His circumstances academy And personality With what Lead to Obstruction And disability His progress And agree with him Social And even Healthy , (Dear, 2020: 328), So you must help them on formation And formulation a personality Enjoy With values And morals And emotions And inclinations Positivity Self Flexibility The high Which maybe Formed According For goals Upbringing Social (Dervish ,2012: 55), and that Strugglers They draw goals Futurism And it is behavior Their studies With what in it from Trouble he The means to reach to That Objectives, as He is this the behavior phrase on Plans Drawn in their lives, And they work on That Plans to that They pray to Their goals The subject (pilgrim, And victorious, 2017: 12), like that This form of cheating involves cognitive and ethical problems but also casts them in a new form Wa It is a concern for teachers because it is very difficult to detect (Clarke & Lancaster, 2007: 22), And with what that Curricula Scholarship she Instrument education To achieve Objectives Education, And the curriculum As a system, then It is composed from Input from Include it Academic honesty ( Khalawi And Badawi, 2018: 89).

The theory that explained academic honesty (goal orientation theory: (Kaplan & Maehr, 2007),

Confirm Kaplan And skilled (2007) that theory Orientation Toward the goal It was completed Classification in The place the first between Two types from Objectives: First: performance mastery, when Develop requester Efficiency , secondly: Goals Mastery when concentrate The individual on Goals the performance, It is He prefers "Learning And understanding And development Skills And mastery the information" with the focus on "Results Positivity like perseverance And preference the challenge And learning Organizer Self And the effect Positive And Well-being, and on Although from that Mastery Goals Orientation concentrate on the purpose from development efficiency, It is clear Guidance Goals the performance Efficiency, focusing Students Mentors For performance on administration impression That others They have Ability on performance Their goals And it has is found that Orientation Toward Goals the performance linked using Strategies Learning Surface instead of from Strategies Learning the deep And with influence negative in Events that Includes A challenge or difficulty, In addition to Goal the performance Confirm on Rewards Competitiveness And compare Peers And attitudes that Justify Cheating, too got engaged theory to set the goal With structures Goals the chapter And it goes along with Objectives academy And social. According -Anderman et al, 2010)), did not Complete an offer Structures Goals the chapter Academic Just from during Context Wider For theory Guidance the goal , But It was completed Get on her also from Consideration Enough While Regard By cheating And prediction By cheating, and that theory Goal Achievement Stress on Importance to learn Students from during lens behaviorism Motivating, pointing out (Shin & Dickinson, 2010) That's the outcome manners Students according to the two frames, If it was Division between The two frames distinct between requester that He desires in Get on degree "A" Because he Wants that Feel That he is Superior on His colleagues in the chapter, And the importance that It is placed in Mastery Content, as well as indicate theory Orientation Toward the goal Banha theory Social Cognitive To motivate Achievement, then Originated in time early from Century Twenty But it is I became frame theoretically Whatever In a way private in study Stimulus Academic after general (1985), in when that Theories Motivational The other (on way Example , theory Attribution) Studied Beliefs Students around Their successes And their failures , Also check theory Guidance the goal the reasons Why Engage Students in Their work academic, on Although from that theory Guidance the goal Done Study

it in Mostly in area education , Lost It was completed Use it also in studies in fields science self The athlete And he taught same the health And he taught self Social, so He was the frame the first he is called Goal Mastery or Goal Mastery the goal Router Toward mastery, And it has realized Students the mission Asked And focus on Strengthen Capacity And put Context level Achievement Present They have with levels Achievement The previous one also indicates (Tas and Tekkaya, 2010), Engagement Mastery Structures the goal With effort And desire in The performance By work the necessary to learn, and that the students Whose They focus on Objectives Directed To master They tend to Stimulus on Learning And get on results Educational Positive And use Strategies to treat Cognitive Effective Bonus on that, show up these Students desire in Mastery Content And show Effort And improvement And comparison Subjectivity when development Skills innovative, (Goal mastery):And behaviors Cheating Expected In a way negative(Tas & Tekkaya, 2010: 45).

The concept of moral development:

Refers to Processes associated Developed Concepts the person on The right thing And the error And conscience And the values Ethical and positions, And behaviors Paired With motives Social Centered around others Indicates Researchers That Moral and development Moral They Two phenomena Two complexes For the psychological Humanity They are forming from Effects Social And cultural And therefore , The approach Integrated To explain Development Moral for him what Justifies him(Kurtines & Gewirtz, 1995: 32).

Development indicates R Ethical structure based on the concept(Kohlberg, 1969), from four ingredients Basic:(a)analysis Situation from Okay editing plan a job Moral ,(B)application moral proverb Supreme To determine a path the job Moral(C)to choose Response Ethical from between Value competing, (Dr)to implement the plan intended, These components Put Strong development Moral in the field cognitive, (222:(Blasi, 1984.

Well the theory suggests Identity Ethical to Understanding Moral in Context the responsibility Personality, then produce the responsibility Personal While Regard With issues Ethical when Complete to merge Moral in identification the person or His feeling By itself Than He provides Motivation The essential To act In a way moral from Okay Meet the need Mental To align Actions the person with like him Ethical Absorbed in Identity Personal (Aquino & Reed, 2002: 67)And in a way more Specifically The Power Motivating For behavior Moral It stems from the need Interior To preserve on Consistency Self psychological, Which Means in This is amazing the condition Act In a way moral in a way She agrees With an ID the person or Concept Self (233:(Blasi, 1984, with limit from Strategies Defense on self from Intervention in Discomfort that Feel with it the person when no He follows proverb Ethical Compact in His identity, too Confirm (Tangney and Dearing, 2002), on Importance Consideration Ethics that effect While Regard By judgment moral, on Face The particular confirms Scientists like(Hoffman, 1987 & Turiel, 1998).

that the influence Moral impact In a way direct on Motives Ethical And therefore may be Lead Turn more powerful in to set Actions Ethical from perception Moral , like Judgment Moral And identity Ethical and on Face Selection The the influence Moral in appearance Feeling Guilt And shame, then He provides Punishment or Reinforcement Passive when Commit the person Violation morally or make mistake in some Adjective, premium on that maybe that impact the influence Moral on the person before Engage in an act moral or not moral because of Ability on anticipation Response Emotional Certain While Regard With a dilemma moral, This is amazing Response Emotional Ethical Conscious very practiced" Influential Strong on Choices And behaviors Ethical from during presentation comments decisive While Regard With the results Expected And the actual(Tangney, 2003:108),

Even for individuals Whose Enjoy By license Ethical they were They suffer since Childhood from absence Role models The good deed And their upbringing She was in environment no Commit With values Ethical And it increases the odds non Role models on resistance Temptation in sectors that Live Circumstances Economical And social Low when happening Collapse in Family a result Separation Parents And it can to treat that from during Exaltation Valuable honesty And find Sample The good And role model The good deed(Al-Qarghoul, and Al-Aqili ,12:2014)

and that in a light nature Complex For development Moral ,then Approaches Conceptual different necessary To explain How Appearance of Moral And its functions In a way Appropriate And based on to The literature provides Judgment moral, And identity Ethical , And the effect moral, Basically Conceptually Clear And convincing To explain Development Moral, in addition to that Availability This is amazing Brown frame It goes along well with factors the theory the basic To drive The real one Which progress An explanation Logically And scarce For the component Moral(Chan et al. 2005: 345).

### T theoryGrowthMoral(Kohlberg, 1958)

Kohlberg (1958) collected the development Ethical in six stages across three main levels: The pre-conventional level: (stages 1 and 2), Conventional level: (stages 3 and 4), And beyond the traditional level (stages 5 and 6), The first moral level, called the pre-conventional level, has been described as the level of children under nine, some adolescents, and many teenage and adult criminal offenders., The second moral level, called the traditional level, was the level of “most adolescents and adults in our society and in other societies, The third moral level, the post-conventional level, is reached by a minority of adults and is usually reached only after the age of twenty (Davis & Ludvigson, 1995: 222), And Level 1 consists of two stages: Stage 1 (heteronormative morality) and Stage 2 (individualism, instrumental purpose, and exchange). In the first stage, the individual avoids violating the rules that are imposed through punishment and avoids physical harm to people and property T, In Stage 2 the individual follows rules only when it is in someone's immediate interest to do so, working to meet the individual's interests and needs and allowing others to do the same., Level 2 contained Stage 3 (interpersonal expectations, relationships, and interpersonal adjustment) and Stage 4 (social order and conscience)., In Stage 3, the individual strived to “be good.” Good intentions and showing concern for others, In addition, maintaining mutual relationships, Such as trust, loyalty, respect, gratitude and belief in the Golden Rule become essential to doing things for the right reason H, In Stage 4, fulfilling agreed-upon concrete duties was essential to upholding social norms, He added (1958, Kohlberg), laws should be upheld except in extreme cases where they conflict with other established social duties, The final two stages were Stage 5 (Social Contract or Benefit and Individual Rights) and Stage 6 (Universal Moral Principles), The fifth stage involved “a sense of obligation to the law because of one's social contract to make and abide by laws for the well-being of all and the protection of the rights of all people.”, Stage 6, the last level (Thompson, 2000: 67)), was “a rational person's belief in the validity of universal moral principles, and a feeling of personal obligation to them a And Moral judgment was the most influential factor in moral behavior, In addition, “the field of moral judgment and decision making has moved away from an exclusive focus on more deliberative decision models and has begun to include emotion as an essential component. Emotion can have a significant impact on decision making.”, Firstly: Current mood was a central component of responses to unrelated decision tasks, secondly: Emotions including disappointment and regret may have influenced decision making, Third: Remembering feelings can lead to future decisions, And A positive mood tends to lead to top-down decision making, Decision makers tend to rely on existing knowledge in these cases, making sweeping generalizations rather than focusing on details, in addition to a The emotion was overwhelming Dr A source of information and “conceived as a universal state of the brain and mind, it was difficult to distinguish between pre-existing feelings and feelings about the expected course of procreation.” g, With that in mind, one expected a handicap, To verify the normal emotional decision the action came at a specific stage of moral judgment (1958: 276, Kohlberg).

### Research Methodology And its Procedures

:The Approaches and the Procedures of Research

This chapter describes in detail the procedures followed during the conduct of the study, including the methodology used in this study, a description of the population and the statistical methods used in processing the data..

First: research methodology: Research In order to achieve the research objectives, the descriptive, correlational approach was adopted for reasons based on monitoring and analyzing what exists (Jaber and Kazem, 1987: 134).

Secondly, search procedures:

research community **Research Population** The research community consists of students from the University of Baghdad for the year (2022-2023), as the total number of students reached (45281), with (21050) from scientific colleges and (24231) from the humanitarian colleges.

The research sample **Research Sample:**

The research sample included (300) male and female students from the research community based on (195) student and (105) A female student selected by random stratification from the scientific and humanities colleges.

Two search tools

**Research Instruments:**

Scale description:

The researcher looked at previous studies related to the research topic and then built the research tools due to the lack of tools that represent the research sample. The researcher relied on building the scale on a definition and theory.

Kaplan and Maehr (2006), and the scale consists of (20) items that measure academic honesty among university students according to a five-point scale (strongly agree, agree, neutral, disagree, strongly disagree).

Internal consistency (correlation of the item score to the total score of the scale):

It was completed account Consistency Internal For scale Academic honesty different As an indicator For safety structure the test And that from during Use Factor Link to (Pearson) No finding Factor Link between degree The dimension And a degree the scale As a whole, And exclude Paragraphs that no Are related Links function By degree Totality of the paragraph, And as he Explained In table (1).

**Schedule (1)**

The validity of the scale items Academy Secretariat Using the method of relating the item grade to the total grade

indication	value Link	Paragraph	indication	value Link	Paragraph	indication	value Link	Paragraph
function	0.66	15	function	0.61	8	function	0.68	1
function	0.67	16	function	0.63	9	function	0.70	2
function	0.55	17	function	0.65	10	function	0.61	3
function	0.56	18	function	0.64	11	function	0.66	4
function	0.56	19	function	0.66	12	function	0.58	5
function	0.43	20	function	0.58	13	function	0.66	6
			function	0.60	14	function	0.62	7

**Confirmatory factor analysis of a scale Academic honesty**

After conducting confirmatory factor analysis for the L scale Academy Secretariat As in the table (2) It turns out that all items have a statistically significant saturation on the scale, because the values of the standard regression weights are all statistically significant in terms of the test values (t), which are all higher than the tabulated t value (1.96) at the level of (0.05), and the intended standard regression weights is to estimate the significance value of the relationship between the item and the factor to which it belongs, and for this result to be accepted, the corresponding (critical ratio) value must increase It is about (1.96) (Al-Barq et al., 2013, p. 143).

## Schedule (2)

Evaluate the saturations of the items based on their factors, and evaluate the critical ratios for the significance of the saturations for the L scale Academy Secretariat

indication 0.05	Lineage CriticalCR	saturations Estimate	sequence Paragraph By scale	T
function	6.55	0.51	v10	1
function	6.67	0.51	v9	2
function	6.70	0.51	v8	3
function	7.09	0.55	v7	4
function	6.00	0.47	v6	5
function	6.21	0.60	v5	6
function	5.87	0.54	v4	7
function	5.44	0.53	v3	8
function	5.74	0.59	v2	9
function	6.25	0.65	v1	10
function	4.98	0.36	v11	11
function	5.33	0.56	v12	12
function	5.16	0.47	v13	13
function	5.30	0.52	v14	14
function	5.39	0.61	v15	15
function	5.38	0.61	v16	16
function	5.29	0.60	v17	17
function	5.20	0.61	v18	18
function	9.27	0.64	V19	19
function	9.50	0.64	v20	20

### Psychometric Properties Of The Academic Honesty Scale

Virtual validity: It was completed a test sincerity Scale Academic honesty in search Present on road susceptible on group from Specialists And the experts in science self And health Mental To express Their feedback around ingredients the scale from where Its clarity And its appropriateness the topic the study, And also To determine Relevance ferries For the target that Developed To measure it, And knowledge Bezel clarity style And formulation all phrase from where Its validity And its suitability To measure The phenomenon that Developed To measure it.

Construct validity/Construct Validity/This type of validity was verified through discriminatory power and internal consistency.

Scale stability

#### Scale Reliability:

Reliability was calculated in the current research in two ways: retesting: which is re-applying the test to a sample consisting of (50) student, and after a period of time, the test was repeated, and the reliability coefficient reached (0.75), which is a good indicator of reliability, as well as the use of the fax method, as the scale was applied to the research sample. The results showed that the Cronbach's alpha reliability coefficient is (0.84), which is a good indicator of the stability of the scale's items

The scale in its final form:

The main goal of the scale is to measure and evaluate the level of academic honesty among university students. In its final form, the scale consisted of (20) items on a five-point scale (strongly agree, agree, neutral, disagree, strongly disagree), and when correcting the scores, the scores were (5). ,4,3,2,1).

Second: Moral development scale: Description of the scale:

Moral development scale (MOS (Conway & Love, 2016) is a self-report tool consisting of (28) that measures four orientations, which are: First: Emotional orientation Second: Deliberative orientation (MOS Deliberative)

Third: Rule orientation (MOS rule), Fourth: Emotional orientation measures (MOS feelings) and consists of five alternatives (strongly agree, agree, neutral, disagree, strongly disagree).

Translation is true

**Translation Validity:**

The researcher translated the scale items from English to Arabic, then presented the Arabic and English versions to English language experts for review to ensure that the Arabic and English meanings were identical..

Internal consistency: the correlation of the items with the subscale score.

It was completed making sure from sincerity Consistency Internal For scale Moral development using Factor Engagement Pearson By application on a sample Exploratory Made up from(40)student where then account Factor Link between all after And the degree the college the scale, And that as It becomes clear from during schedule number(3), And that on Grammar the next.

**Table (3)**

**Evaluate the coefficients of correlation of the item score with the total score of the moral development scale items**

Evaluate the correlation coefficient of the items of each domain with the total score	numbers Paragraphs	number Paragraphs	the field	
0.59	1	7	Emotional orientation	1
0.52	2			
0.46	3			
0.50	4			
0.55	5			
0.44	6			
0.54	7			
0.55	8	7	Rolling orientation	2
0.55	9			
0.58	10			
0.43	11			
0.57	12			
0.50	13			
0.53	14			
0.59	15	7	Base orientation	3
0.61	16			
0.60	17			
0.60	18			
0.60	19			
0.53	20			
0.54	21			
0.52	22	7	Emotion orientation	4
0.47	23			
0.51	24			
0.57	25			
0.55	26			
0.60	27			
0.60	28			

## Confirmatory factor analysis of a scale Moral Development

After conducting confirmatory factor analysis for the scale Moral development As in the table (4) It turns out that all items have a statistically significant saturation on the scale, because the values of the standard regression weights are all statistically significant in terms of the test values (t) which are all higher than the tabular (t) value (1.96) at the level (0.05).

Schedule (4)

Evaluate the saturations of items based on their factors and evaluate the critical ratios for the significance of the saturations of a scale Moral development

indication 0.05	Lineage CriticalCR	saturations Estimate	the field	sequence Paragraph By scale	T
function	9.13	0.67	Emotional orientation	v6	1
function	9.80	0.68	Emotional orientation	v5	2
function	9.31	0.65	Emotional orientation	v4	3
function	9.22	0.65	Emotional orientation	v3	4
function	9.47	0.65	Emotional orientation	v2	5
function	8.74	0.62	Emotional orientation	v1	6
function	10.02	0.70	Emotional orientation	v7	7
function	10.63	0.72	Rolling orientation	v8	8
function	8.82	0.70	Rolling orientation	v9	9
function	7.99	0.62	Rolling orientation	v10	10
function	4.98	0.36	Rolling orientation	v11	11
function	5.33	0.56	Rolling orientation	v12	12
function	5.16	0.47	Rolling orientation	v13	13
function	5.30	0.52	Rolling orientation	v14	14
function	5.39	0.61	Basal orientation	v15	15
function	5.38	0.61	Basal orientation	v16	16
function	5.29	0.60	Basal orientation	V17	17
function	5.20	0.61	Basal orientation	V18	18
function	9.27	0.64	Basal orientation	V26	19
function	9.50	0.64	Basal orientation	V25	20
function	6.52	0.50	Basal orientation	V27	21
function	9.13	0.67	Emotion orientation	V19	22
function	9.80	0.68	Emotion orientation	V20	23
function	9.31	0.65	Emotion orientation	V21	24
function	9.22	0.65	Emotion orientation	V22	25
function	9.13	0.67	Emotion orientation	V23	26
function	8.82	0.70	Emotion orientation	V24	27
function	7.99	0.62	Emotion orientation	V28	28

### Validity of the Scale

The validity of the items was verified through face validity, which is presenting the items to a number of experts. The validity of the items was also verified through construct validity through internal consistency and discriminatory power.

### stabilitythe scale

The reliability of the moral development scale was measured using Cronbach's alpha reliability coefficient and retest, and the reliability coefficients were as follows:

The reliability coefficients for the subscales indicated by the repetition method are (emotional orientation 0.78) (general orientation 0.78) (base orientation 0.75) (emotional orientation 0.79), and the Cronbach alpha reliability coefficients are (emotional orientation 0.75) (The rolling trend is 0.78 (the base trend is 0.76) (the sentiment trend is 0.80), as the results indicate that they are acceptable.

The scale is finalized:

She got up researcher With legalization the scale on the environment Iraqi, where Dish on Sample Made up from(300)student from Students the university, And be the scale from(28)paragraph, Distributed on(4)fields he meets all phrase Of which Gradient five, And it has He rose Extracting Properties Psychometrics for scale, And it has It was completed Verification from Availability conditions Honesty And consistency For scale to guarantee His efficiency And its validity to use, where used Transactions sincerity Arbitrators And believe it Building internal, And honesty Discriminatory, too use Transactions stability alpha Cronbach, and retest, And it proved Results that Scale Moral development Enjoy As much as Great honesty and consistency.

Fifth: Statistical means:

It was completed Use Methods Statistics next:Duplicates And lineage Centenary Factor Engagement Pearson(Pearson Correlation)Factor Alfakronbach Combras Alpha))and retest, Average Arithmetic "Mean", deviation Standard""Standard Deviation", And test(T)Damn Independent(Independent Sample T-Test), And analysis Downhill Multi(Multiple .(Regression.

Interpretation and discussion of the results:

Eat this Section an offer And analysis Results that Reach out to her search in a light Steps next that It was completed Follow her To answer on questions search, And that on As follows, and then present the recommendations, proposals, conclusions, recommendations and proposals.

Results of the first objective: Identifying academic honesty among students at the University of Baghdad.

To get to know on level Academic honesty I have University students It was completed Use Averages Arithmetic and standard drift, And that as It becomes clear from during schedule number(5)

**Table No. (5) Academic Honesty Scale**

indication	t calculated		Hypothetical mean	standard deviation	SMA	the sample
	Tabulation	Calculated				
function	1,96	8,958	84	7.903	56.46	400

She sacrifices from during schedule number(8)that level Academic honesty I have Students university Baghdad came To a degree Medium On average grades(56,46)And with a deviation normative(7,903)With a hypothetical average of (84), the results also indicated that the calculated value of (8,958) is greater than the tabulated value.

And he attributes researcher that to Importance Academic honesty with regards For students, Enjoy them At a level good from Academic honesty enhances from Their abilities miscellaneous, The command that constribte in more Their ability on Confrontation Challenges different in a way Creative and more Their trust By themselves where help Academic honesty requester on Defense on Self, all this from Like him that He works on more level Collection Academic I have Students, and that Students Whose They focus on Their goals They tend to Stimulus on Learning And get on results Educational Positive And use Strategies to treat Cognitive Effective Bonus on that, show up these Students desire in Mastery Content And show Effort And improvement And comparison Subjectivity when development Skills Innovative.

The second objective is to indicate the statistical differences in academic honesty according to the variables of gender and specialization.

To achieve this goal, the researcher extracted the arithmetic mean and standard deviation for the variables of gender (male, female) and specialization (humanitarian, scientific). from schedule(9)non Existence Differences in Academic honesty Be consoled for sex, where She was The calculated value is (059), which is smaller than the tabulated value of (3.84). on arrangement, It turns out Existence Differences in Academic honesty Be consoled For specialization, where She was The calculated value (4.813) is greater than the tabulated value of (3.84) And for the benefit of Colleges scientific,While it was found that there were no differences attributable to the interaction between the variables of nationality and specialization, as shown in Table No.6) explains that

**Table No. (6) The statistical significance of academic honesty differences according to the variables of gender and specialization**

indication	thevalueF	Mean squares	Sum of squares	Source of variance
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	Schedule	Calculated		Degree of freedom		
Non-functional	3,84	,059	1,662	1	1,662	Sex
function		4,813	136,369	1	136,369	Specialization
Non-functional		2,321	65,760	1	65,760	Gender*Specialization
			28,329	396	11218,121	The error
				399	11417,750	Total

And it can Explanation the reason in non Existence Differences in Academic honesty Be consoled For sex to that Circumstances the public academy And social Responsible on formation And enhance honesty And raise level Motivation Learning in conditions Shared I have all from Genders Especially university, and on Although from difference Genders unless that for every who are they sources External Contribute in formation Academic honesty For males may be They depend on Reviews Peers And comrades in when that Females may be They depend on Reviews family, And in Result Final We find that I have all from Male And females sources To promote Academic honesty.

And while Related to specialization Van Students Colleges the operation they were higher in Academic honesty, Lost He is consoled that to that This is amazing Category from With Rates The high in collection, And specialties she has Weight And appreciation in the society Like medicine And engineering And others Than Lead Subsequently His feeling With confidence And honesty, as may be He is consoled to that it there difference in Distances that He studies it both Both majors where They submit Materials Study Different And they receive Experiences Educational And environment Educational Different And strategies Teaching no They are similar between Both majors Scientific And the humanitarian, Which may be effect In a way direct in level of honesty, as that level the support that exposed for him Students Specialization Scientific And support that His progress the university For her students may be Varies between Both majors And also that Students Scientific may be Get involved With materials Study help To avoid cheating and adhere to academic honesty.

In specialization for the benefit of scientific or humanitarian males or scientific or humanitarian females

The third goal: Identify the moral development of students at the University of Baghdad.

To know the level of Moral development among university students, Arithmetic means and standard deviation were used, as shown in Table No.7), as follows.

**Table No. (7) for the moral development scale**

indication	t calculated		Hypothetical mean	standard deviation	SMA	Dimensions
	Tabulation	Calculated				
function	1,96	11,430	21	2,922	19,33	<b>Orientation Emotional</b>
function		20,624	21	2,113	18,821	<b>Trading orientation</b>
function		24,199	21	2,743	17,681	<b>Base orientation</b>
function		11,672	21	2,721	19,412	<b>Emotion orientation</b>

It is clear from Table No.7) The level of moral development among the students of the University of Baghdad was very high, as it comes after orientationFeelingsRanked first with average grades (19,412) and with a standard deviation (2,721) followed by orientationEmotional orientationWith an arithmetic average (19,33(with a standard deviation)2,922), and comes in third place after orientationDeliberativeWith average grades (18,821) and with a standard deviation (2,113) And finally comes afterAl-Tawha Al-QaedaAs the lowest dimension of moral development among students at the University of Baghdad, the average score is (17,681) with a standard deviation (2.743).

The researcher attributes this to the great role of moral development in controlling students' behaviors and beliefs, as the way the student thinks, believes, and feels affects the way he behaves, as these beliefs constitute the main key to the driving forces of his behavior. The student works to explain his achievements by relying on the moral capabilities that He believes that he possesses it, which makes him do his best to achieve success at all levels. It also highlights the impact of moral development by helping to determine the amount of effort that the student will put into a specific activity, the amount of perseverance in the face of obstacles, and the

amount of steadfastness in difficult situations. Whenever Increased Sensation By moral standards Increased Effort And perseverance and hardness, The students With Moral development The high They deal With problems and activities The difficult one With more from Sensation With calm.

The fourth objective: the significance of statistical differences in moral development according to the variable of gender and specialization.

To achieve this goal, the researcher extracted the arithmetic mean and standard deviation for the variables of gender (male, female) and specialization (humanitarian, scientific). from schedule(8)By not Existence Differences in Moral development Be consoled for sex, where She was Calculated value(1,032)It is smaller than the table value of (3.84). on arrangement, It turns out Also, there is no Differences in Academic honesty Be consoled For specialization, where She was Calculated value(010),Smaller than the table value of (3.84) And for the benefit of Colleges scientific, while Show non Existence Differences in He is consoled To interact Between my variables Sexual Specialization and Table No. (8) illustrate this.

**Table No. (8) The result of the bivariate analysis of the moral development scale scores in relation to gender and specialty**

indication	F value		Mean squares	Degree of freedom	Sum of squares	Source of variance
	Tabulation	Calculated				
Non-functional	3,84	1,032	10,023	1	10,023	Sex
Non-functional		010,	095,	1	095,	Specialization
Non-functional		542,	5,269	1	5,269	Gender*Specialization
			9,713	396	3846,379	The error
				399	3866,177	Total

The researcher attributes this result That pattern Upbringing Social And cultural Prevailing in the society she one And shared I have Male And females, The command that Reflected on feelings Students With their efficiency Ethical In a way subscriber between Genders, And this The result Compatible with nature the society that had become in it education from Most important his investments, and this is what competes on him both Genders from during perseverance And planning To reach the highest levels of moral development, And achievement And progress Toward Objectives, And it has Due that to similarity Circumstances University academy between all Students, All of them they feel With importance Moral development.as may be Return to that sources Moral development for every from Male And females one, Both of them bitter With experiences directly in Stages Educational previous, And both he have Ability on to bear the responsibility Therefore, gender had no role in distinguishing between them. The researcher also indicates that there are no differences between the students regarding specialization, as he attributes researcher that to The role Great that You play it Moral development For students on difference their specialties, Moral development Contribute in to improve Vision requester To himself And for his abilities, With what constribte in more His ability on to exploit That Capacity, And therefore more His ability on investigation His goals whether Educational or Social, where Confirms on that Students With Moral development believe That They have Ability on completion Missions the introduction for them Successfully, while Tends Students With Moral development Low when Confrontation Missions Certain to to give in Easily And injury lazily, And therefore He is performance This is amazing Missions Weak and sometimes Leave it without performance

Fifth objective: Identify the statistically significant relationship between academic honesty and moral development.

For the purpose of identifying the relationship between academic honesty and moral development, the correlation was calculated according to the Pearson coefficient, and it became clear that the values of the correlation coefficient between the total score of academic honesty and the sub-score of moral development, and the order was as follows:(212,0/137.0/066.0/097.0)It turns out that two dimensions of development are statistically significant, because the calculated valueEmotional orientationThe value of (4,499) is greater than the tabular value of (1.96), and the calculated value is guidance The trading value of (2,759) is greater than the tabular value of (1.96), and two is not statistically significant, because the value calculated for the trend The

base value of (1.319) is smaller than the tabular value of (1.96), as well as the value calculated for the orientation. The sentiment of (1,944) is smaller than the tabular value of (1.96), and Table No. (9) shows this.

**Table No. (9)**

**Shows the correlation coefficient between academic honesty and moral development**

indication	the value Tabulation	the value Calculated	FactorLink	DimensionsDevelopmentEthical
function	1,96	4,499	0,212	Emotional orientation
function		2,759	0.137	Trading guidance
Non-functional		1,319	0.066	Base orientation
Non-functional		1,944	0.097	Emotion orientation

The researcher attributes the extent of the relationship between academic honesty and moral development, through the impact of moral development on academic honesty. A student who has moral development can accept the situation, and his feeling of academic honesty in the situations he is exposed to, and this is logical, and in contrast to that, the student who suffers from weakness in moral development, academic honesty cannot be used. It is usually pointed out that the idea of moral development seeks to achieve a high degree of moral commitment to achieve a positive goal, including academic honesty and avoiding cheating. In this way, moral development is generally likened to academic honesty, meaning that it requires the individual to monitor internal and external information. And apply the changes to the desired goal

## **CONCLUSIONS: CONCLUSION**

Indicate results To students Enjoy Academic Honesty And Moral Development. This Is A Positive Indicator Because They Feel Guilty And Blamed When They Violate Moral Standards, And They Are Also Exposed To A Lot Of Criticism.

Aback the Results Indicate That There Are No Differences Between Gender In Academic Honesty In, There Are Differences Regarding Moral Development, And These Differences Are Due To Their Different Social Upbringing And Moral Differences

The Higher the moral development, the greater the academic integrity in how to modify and develop behavior.

## **RECOMMENDATIONS**

The university focuses on academic honesty and moral development through the guidance unit within the university.

The family's interest in moral development through socialization and cultural programs.

The university presidency enacts deterrent laws for anyone who transgresses academic honesty and moral boundaries on campus.

## **SUGGESTIONS**

1-Employees Research Similar in academic integrity on Students at different stages.

2Puppies Various studies To reveal on Bezel Relationship between Development Moral and other variables such as (anxiety social, respect Self Intelligence social, and methods Transaction Parenting).

3- Studying the relationship between academic honesty thinking, academic level, and problem solving.

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