

Between Normlessness and Moral Judgment: Multidimensional Examination of Academic integrity among students in Hyderabad

Viswamitra R Prabhanjan

*PhD Research Scholar, Department of Education,
University College of Education, Osmania University, Hyderabad, India*

Dr. Durgesham G

*Assistant Professor, Research Supervisor, Department of Education,
University College of Education, Osmania University, Hyderabad, India*

Abstract

Academic dishonesty is one of the issues that have become critical in modern learning institutions as the number of students engaging in academic dishonesty continues to rise. This paper focuses on academic dishonesty among the secondary school students in Hyderabad by analyzing the links between normlessness (anomie), moral judgment, and sociocultural factors, including peer culture and institutional environment. The study is a mixed research that uses a structured questionnaire to gather data that relates to 20 students of the selected secondary schools. The research questions the perceived weakened academic norms by students, their reasoning on moral cheating, and how peer behaviour affects academic behaviour. The data were analyzed using descriptive statistics and correlation analysis. According to the findings, perceived normlessness and peer pressure have a positive effect on the attitude of students towards cheating, and indicate that the environment in which the academic regulations are perceived to be weak or not consistently applied can contribute to susceptibility of students to academic misconduct. Conversely, an increase in the moral judgment levels seems to deter cheating behaviour, thus showing the importance of ethical reasoning in the encouragement of academic integrity. The paper has stressed the need to study academic dishonesty using a multidimensional approach that incorporates sociological and psychological elements. To enhance ethics education, institutional policy support, and positive peer culture has been suggested as an enhancement of academic integrity in students.

Keywords: *Academic integrity, Normlessness (Anomie), Moral judgment, Peer influence, Academic dishonesty*

I. INTRODUCTION

Academic honesty is a core value that determines the viability and efficiency of the education framework. It shows a dedication to integrity, justice, accountability and respect in scholarly practice. Academic integrity has been a growing concern in modern education as learning institutions have tried to make sure that learning outcomes have reflected the knowledge, effort, and intellectual growth of students. Nevertheless, even with the focus on academic ethicality, the issue of academic dishonesty, including cheating, plagiarism, and unauthorized collaboration have been increasing at an alarming rate in schools and universities in the world.

Academic misconduct has become one of those issues that have plagued teachers and education in recent years. The growing academic competition, the necessity to obtain good grades, and the spreading of digital technologies have provided new possibilities and incentives to use some dishonest behaviors in students. Consequently, most institutions of learning are struggling with the challenge of ensuring academic integrity and a fair system of evaluation. These issues reveal the necessity to look into the social, psychological, and cultural factors that lie behind the involvement of the students in academic dishonesty.

Normlessness, commonly known as anomie is one of the key concepts that can be used to explain unethical behaviour in a social context. Developed by sociologist Emile Durkheim and then expanded by Robert K. Merton, the concept of anomie refers to those situations where social rules and norms are perceived to be weak, ambiguous, or ineffective. Normlessness can also be experienced in the educational setting where the students feel that rules governing the academic setting are not applied consistently or when the cheating among students is accepted. In this case, the students will be at a loss of what is considered acceptable and will be tempted to indulge in dishonest behaviour.

Moral judgment is also very important in influencing the ethical decisions made by the students alongside the impact of the social norms. Moral judgment is defined as a skill to judge actions based on such

ethical principles like honesty, fairness, and responsibility. Morally sound students tend to be in a better position to identify the ethical consequences of cheating and succumb to acts of dishonesty when they are under academic pressure. On the other hand, students who have a lower level of moral judgment can easily justify cheating as a means of academic winning.

There are also some wider sociocultural issues that affect academic integrity and these include family values, peer association and institutional circumstances. Family usually has a major contribution in passing moral values and expectations of education and success. Meanwhile, peer groups may also have a great influence on the attitude of students to cheating and especially when dishonesty is considered a widespread behavior in student groups. Schools also play a role in creating ethical behaviour by the policies, implementation procedures and by providing a learning environment that encourages integrity based learning.

The main goal of the research will be to test the association between normlessness, moral judgment, and academic integrity in Hyderabad students. In particular, the research will examine the impact of perceptions of undermined norms, peer-pressure and moral reasoning on perceptions of attitudes and behaviours towards academic dishonesty among students.

The research questions that the study will seek to answer are as follows:

1. Which is the effect of perceived normlessness on student attitudes toward academic cheating?
2. What is the role of moral judgment in the decision-making process of students concerning academic integrity?
3. What is the influence of sociocultural aspects like family expectations and peer on academic dishonesty in students?
4. The research question is: what is the interaction of normlessness and moral judgment that affects the making of ethical decisions among students in the academic environment?

Through these questions, the research therefore seeks to offer a multidimensional insight on the issue of academic integrity and also help in the formulation of more efficient measures in enhancing ethical academic cultures in the learners.

II. LITERATURE REVIEW

Academic Integrity and Academic Dishonesty

Recent writings view academic integrity as ethical academic behavior based on honesty, fairness, trust, respect, and responsibility and academic dishonesty as cheating, plagiarism, collusion, unauthorized assistance, and novel AI-aided malpractices. Alsharefeen et al. (2025) demonstrate in a faculty-centered study that, in the present day, the integrity policy must deal not only with traditional plagiarism but also with misconduct enabled by GenAI, which is why the scope of academic dishonesty seems to be open in practice. In the same way, Balalle and Pannilage (2025) claim that AI has made the traditional ideas of authorship, originality and responsibility more complicated, whereas the conclusions given by Bittle and El-Gayar (2025) remain that GenAI provides opportunities and significant threats to academic integrity in higher education based on a systematic review.

The recent review by Sozon et al. (2024) confirms that cheating and plagiarism are the key aspects of academic dishonesty and they still pose a threat to student learning, ethics and credibility of the institutions. Previous review articles by Chiang et al. (2022) and Holden et al. (2021) also indicate that misconduct is a cross-exam, cross-assignment, plagiarism, collusion, and online assessment contexts phenomenon and therefore must be perceived as a multidimensional phenomenon and not a singular behaviour.

Normlessness (Anomie) in Educational Contexts

Even though the term anomie is occasionally not employed in recent review literature, it often mentions its pragmatic counterpart, which is the erosion of norms, blurred rules and inconsistent enforcement as well as the conditions in which misconduct becomes a norm. Alsharefeen et al. (2025) indicate that failure by academic integrity policies to explicitly cover the new types of misconducts, particularly AI-assisted plagiarism, leaves institutions at a loss as to how to establish common ground regarding what should be considered acceptable academic behaviour. This is directly connected with normlessness in educational institutions where students can feel some vagueness in the rules and their enforcement.

Moral Judgment and Ethical Decision-Making

Recent research also reveals that, academic misconduct is not only a policy problem but also a problem of judgment and morality. According to Balalle and Pannilage (2025), the nature of AI-era integrity issues is highly ethical as students are expected to make decisions related to the authorship, authenticity, and equity, rather than simply to obey the regulations. Similarly, Bittle and El-Gayar (2025) convince that responsible academic behavior in the GenAI age demands a better grasp of ethics by students and universities, and where technology has the effect of blurring the personal accountability.

Chiang et al. (2022) review demonstrates that psychological and social factors affect dishonesty in online studies, so it is possible to suggest the relevance of ethical thinking in students in the context where there is an easy chance to cheat. A similar conclusion is made by Holden et al. (2021), who state that all the measures to promote integrity are not only about surveillance and punishment but also about assisting students in understanding the unethicity of dishonest behaviour. These studies combined indicate that more morally sound thinking can serve as a safeguard against cheating.

Sociocultural Influences on Academic Integrity

The recent studies provide a firm justification in holding the opinion that the broader social environment influences academic integrity. Most obviously, the meta-analysis conducted by Zhao et al. (2022) has revealed that the perceived peer cheating is among the most significant correlates of the self-cheating of students, with the medium effect size. They also find that culture moderates this relationship i.e. that the influence of their peers is different in various social contexts. This is particularly applicable in the context of acculturation of misbehavior by peer culture.

Rapid effects of institutions are also present in recent literature. According to Sozon et al. (2024), policy, technology, awareness, and ethical education should be integrated in institutions to combat cheating and plagiarism. Alsharefeen et al. (2025) also indicate that the perception of the faculty regarding policy clarity is relevant when forming the implementation of integrity in practice. Although more recent review studies are less concerned with the issue of family expectations and socialization, they all reveal significant patterns in which academic dishonesty is socially acquired, culturally influenced and highly dependent on peer expectations and institutional climate. This provides an opportunity to the current research to widen the literature in a way that becomes one in which the family influence is added along with peer culture and moral judgment.

Research Gap

Though there is extensive research on academic integrity and academic dishonesty, most of the existing literature is on the individual level, including student attitudes, academic pressure, or institutional policies. The number of studies that take a multidimensional approach and incorporates sociological and psychological factors in one study is comparatively lower. Specifically, little studies have investigated the interactive effect of normlessness (anomie) and moral judgment and the sociocultural factors (family expectations, peer culture and institutional environments) on academic behaviour of students. A majority of the research deals individually with such variables and does not investigate their interaction. Thus, the research that explores the role of weakened norms, moral reasoning, and social influence on academic integrity among students is needed.

III. THEORETICAL FRAMEWORK

The present research is based on sociological and psychological conceptions on the impact of social structures, moral thinking, and social interactions on the academic behaviour of students. Another does not have to be the primary theoretical viewpoint: Anomie Theory which was first suggested by Emile Durkheim and later on by Robert K. Merton. Anomie means the state of normlessness whereby the social rules and expectations are unclear, weak or ineffective. Normlessness can exist in the educational setting when the students feel that the academic rules are not applied consistently or when academic cheating becomes a widespread occurrence in the academic setting. In this case, students might have decreased adherence to institutional norms, and they are likely to turn to academic dishonesty.

Kohlberg came up with another significant theory, which is the Moral Development Theory. This theory states that people graduate in various levels of moral thinking as they grow up. On the lower levels, people base their ethical choices on the fear of punishment or desire to receive rewards and on the higher levels they are guided by the principles of fairness, justice, and responsibility which are internalized. The students with a higher degree of moral judgment in the academic environment have better chances of identifying cheating as unethical and resisting the temptation of engaging in dishonest behaviors even in the presence of academic pressure or chances of cheating.

Another theory that is used in the study based on the Social Learning Theory, developed by Albert Bandura, is that people learn behaviour through observation and imitation by others in their social environment. Students tend to look at the behaviour of their fellow students in the learning environment and tend to change their behaviours to match with those of their colleagues. The students are likely to be influenced to start cheating when they see it as a norm or acceptable in the eyes of their classmates. Group norms and peer approval can then help in normalizing academic misconduct.

Objectives of the Study

1. To test the hypothesis of the connection between normlessness and cheating in academics.
2. To study the part played by moral judgment in the ethical decision making among students.

3. To investigate how the sociocultural factors affect academic integrity.
4. To learn how the social norms interrelate with moral reasoning.

Research Questions/Hypotheses

1. Is there an increase in perceived normlessness that predisposes cheating?
2. Does increased moral judgment minimize academic dishonesty?
3. Are peer norm mediation variables between normlessness and cheating?

IV. METHODOLOGY

Research Design

The research will take a mixed method research approach, which combines quantitative and qualitative research methods in an effort to gain a holistic view of academic integrity among students. The quantitative aspect will entail gathering quantitative information that will be measured by using a structured questionnaire to determine such variables like normlessness, moral judgment, peer influence, and academic cheating behaviour. These findings are supplemented by the qualitative aspect that would enable a closer look into the perception of students and their experience regarding academic integrity. This combination design will assist in getting statistical support as well as a situation analysis of the aspect affecting academic behaviour.

Study Area

The school sample of the study was picked in the selected secondary schools in the city of Hyderabad, an educational center that is populated with a variety of students. The schools that have been selected are Delhi Public School (Nacharam), St. Ann's High School (Secunderabad) and Nasr School (Khairatabad). These schools are various educational environments, so they can be regarded as a suitable background in studying sociocultural impacts on academic integrity of students.

Sample and Participants

The population targeted in this study is in the form of secondary school students in the sampled schools located in Hyderabad. The sample size of the study was 20 students. It was a stratified random sampling method whereby the participants would be chosen, so as to represent various grades levels in the secondary level of education. The approach assists in the acquisition of diverse views and enhances the authenticity of the information gathered.

Data Collection Methods

The structured questionnaire was used to collect data on perceptions and behaviours of the students towards academic integrity. The questionnaire had a number of sections that gauged critical variables that were pertinent to the research.

The former was the initial part, which was measuring the normlessness as it relates to student perceptions of eroded academic regulations, and the perceived prevalence and acceptability of cheating.

Part 2 was based on moral judgment which assessed the moral reasoning and attitudes of students towards academic honesty and fairness.

The third section was concerned with peer influence that investigates the impacts of the peer norms, peer pressure, and the behaviour of classmates on attitudes of students towards cheating.

The last part estimated academic cheating behaviour, which made students report their experience or tendency of engaging in unfair practices when it comes to academic dishonesty like copying exams, exchanging answers, or plagiarism.

Data Analysis

The statistical methods were applied in the analysis of the data collected. The frequency, percentages and the mean scores of the respondents and the general response patterns were summarized in the form of descriptive statistics. Correlation was performed to check the relationship between normlessness, moral judgment, peer influence, and academic cheating behaviour. Also, regression analysis or structural equation modeling was employed to establish the degree to which such variables get predetermined of students engaging in academic dishonesty and to hypothesise the conceptual relationships postulated in the study.

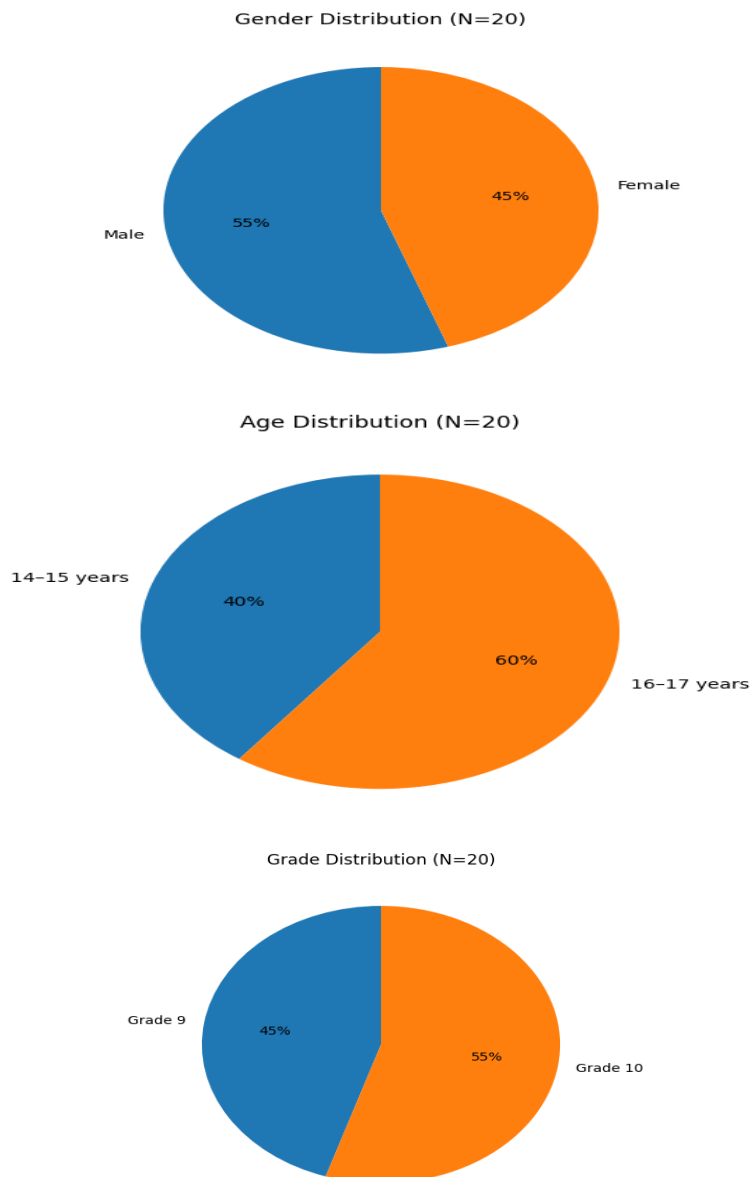
V. Results and Findings

Demographic Characteristics of Respondents

Table 1: Demographic Profile of Respondents (N = 20)

Variable	Category	Frequency	Percentage (%)
Gender	Male	11	55
	Female	9	45
Age	14–15 years	8	40
	16–17 years	12	60
Grade	Grade 9	9	45
	Grade 10	11	55

Pie Chart 1: Gender Distribution



Interpretation

Demographic analysis reveals that the study involved 20 high school students who were selected in a sample of schools in Hyderabad. Most of the respondents were male students (55%), but females students made 45% of the sample. The majority of the participants were between 16 and 17 years of age (60 percent), which means that most of the sample is students in the second or third year of secondary education. Grade 10 students constituted

the greatest percentage (55%), implying that many of the respondents were on the verge of undergoing major academic examinations where, in most cases, academic pressure is highly experienced.

Levels of Perceived Normlessness Among Students

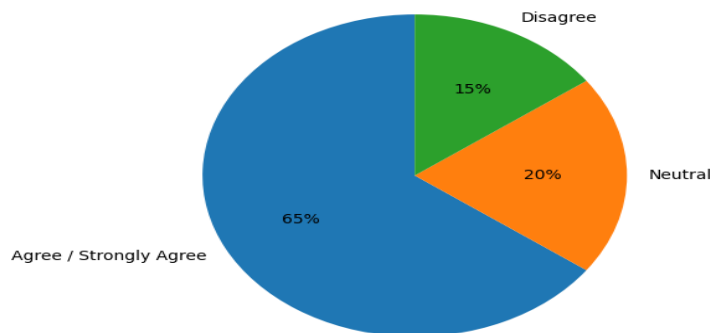
Table 2: Perception of Normlessness

Statement	Mean	Std. Deviation
Rules against cheating are not strictly enforced	3.60	0.88
Many students cheat without consequences	3.75	0.81
Academic rules are sometimes unclear	3.40	0.92

(Likert Scale: 1 = Strongly Disagree, 5 = Strongly Agree)

Pie Chart 2: Students Who Believe Cheating is Common

Students Who Believe Cheating is Common



Interpretation

The findings suggest that students have a medium perceived normlessness. The mean score (3.75) is the highest implying that a large percentage of students think cheating can be done without any grave repercussions. Such perception indicates a loss of academic norms, which consequently can make people more prone to dishonest behaviour. The students who have the perception that academic rules have been applied inconsistently might feel less committed to following institutional rules strictly.

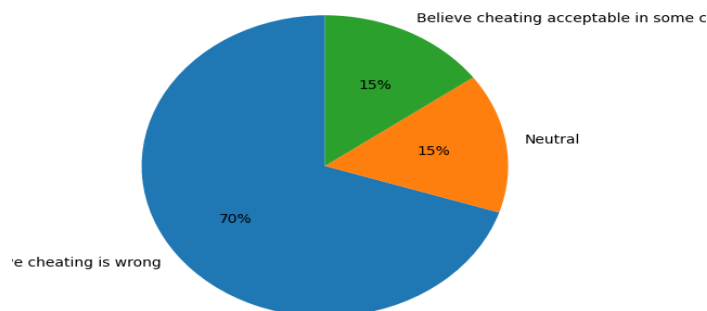
Patterns of Moral Judgment

Table 3: Moral Judgment Toward Cheating

Statement	Mean	Std. Deviation
Cheating is morally wrong	4.20	0.64
Cheating is unfair to honest students	4.05	0.71
Cheating is acceptable when exams are difficult	2.80	0.96

Pie Chart 3: Students' Moral View of Cheating

Students' Moral View of Cheating



Interpretation

The findings indicate that the majority of students are aware that cheating is ethically bad. The mean score of the statement, which states that cheating is unethical (4.20), is high, implying that the respondents have high moral awareness. The average concurrence with the notion that it is okay to cheat in cases where the test is hard (Mean = 2.80) however indicates that some of the students still have the justifications to act out in some cases.

Influence of Peer Culture on Academic Integrity

Table 4: Peer Influence on Cheating Behaviour

Statement	Mean	Std. Deviation
Friends sometimes encourage sharing answers	3.65	0.85
Students cheat because others are doing it	3.80	0.79
Peer pressure affects exam behaviour	3.50	0.90

Interpretation

The results indicate that peer culture is quite influential in determining academic behaviour. The average mark of 3.80 shows that the students tend to think that cheating happens because it is accepted as normal among others in the classroom. Group dynamics and peer pressure is thus a factor in the normalization of dishonesty in academic institutions.

Statistical Relationships Among Variables

Table 5: Correlation Matrix

Variables	Normlessness	Peer Influence	Moral Judgment	Cheating Behaviour
Normlessness	1	0.41	-0.32	0.48
Peer Influence	0.41	1	-0.35	0.55
Moral Judgment	-0.32	-0.35	1	-0.50
Cheating Behaviour	0.48	0.55	-0.50	1

Interpretation

The correlation analysis indicates that there are a number of significant relationships between the study variables. The correlation between normlessness and cheating behaviour is positive ($r = 0.48$), which means that the students who feel weaker academic rules are more prone to practicing dishonesty. There is also a positive relationship between peer influence and cheating behaviour ($r = 0.55$) meaning that students will tend to cheat more when they feel that their peers are cheating. Moral judgment, conversely, is negatively related to cheating behaviour ($r = -0.50$), which means that learners who possess good moral judgment are less likely to cheat. In general, the findings indicate that the study conceptual model is correct and that normlessness and peer culture can promote cheating behaviour, whereas moral judgment can be considered a shield that fosters academic integrity.

VI. DISCUSSION

The results of this research could be explained in connection with the theoretical viewpoints according to which the research was conducted, especially Anomie Theory, Moral Development Theory, and Social Learning Theory. The findings indicate that academic integrity attitude in students is determined by the social condition and personal moral thinking. Under Anomie Theory, ineffective academic regulations or inconsistently applied regulations, as perceived by a student, play a part in creating a feeling of normlessness in the students. Students who perceive that cheating is something common and that there are no strict rules in the institution may be less committed to academic norms. This state of affairs may undermine the willingness of students to follow academic integrity and make them more prone to be dishonest.

The results can also be attributed to the Moral Development Theory, which lays focus on the influence of ethical thinking on the behaviour of people. The findings indicate that most of the students are aware of the fact that cheating is ethically wrong, which means that most of the respondents have fairly developed moral judgment. Nevertheless, the fact that some students are sure that cheating can be possible in some cases implies that moral reasoning can also be under the pressure of the situational factors like the competition between students in academy or their fear of losing. It means that when students make ethical decisions, it does not always have the moral character but can be influenced by situational criteria.

The contribution of the Social Learning Theory can also be seen in the peer influence outcomes. The findings indicate that students who think cheating is prevalent amongst other students will be more inclined to accept it. The social learning theory dictates that people tend to acquire behaviours through observation and imitation of others in their social context. The problem is that, in academic institutions, where the students

witness their classmates getting away with a case of dishonesty, such behaviours might eventually become sanctioned among the student fraternity.

The results of this research are not odd with the research previous on academic dishonesty. Past research has indicated peer behaviour to be among the best predictors of cheating among students with high moral reasoning being likely to lower the chances of engaging in dishonest behaviours. On the same note studies have found out that the presence of weak institutional norms or vague academic policy can add to academic misconduct. The current research concurs with these results, showing that the perceptions of normlessness, peer influence and moral justification are all significant in the determination of academic behaviour among the students.

In sociocultural terms, academic dishonesty could be interpreted as a behaviour which is a product of interaction between individuals and social surroundings. A combination of family pressures, peer group pressures, and institutional policies make an impact on students in their perceptions regarding acceptable academic behaviour. Students can also face the pressure to perform well in academic settings thereby necessitating them to defend the unethical actions in the environment. Simultaneously, sound ethical behavior at school could be reinforced through excellent moral guidelines of families and supportive learning conditions.

VII. IMPLICATIONS

The postulates of this research demonstrate the relevance of education on ethics in school to enhance the moral reasoning and acumen among students on the subject of academic integrity. Ethical principles like honesty, fairness, and responsibility should be taught to students in order to make them make better choices when under pressure when it comes to academic matters. The paper further lays stress on the role of families and academic institutions in advancing academic integrity. The parents are able to change the ethical behaviour of students by promoting honesty and responsible learning among students and schools should provide positive environments which promote ethical academic behaviour. Lastly, significant policy implications of the results to educational institutions can be made. To deter cheating and ensure students behave ethically, schools ought to formulate explicit academic integrity policies, carry out awareness programs and put in place regular monitoring mechanisms to discourage cheating among the students.

Limitations of the Study

This research has a number of limitations that must be put into consideration when reading the results. To begin with, the small sample of only twenty students as well as the concentration of certain schools in Hyderabad makes the results less generalizable. The results might not be entirely reflective of the attitudes and behaviours of students in other schools, or areas. Second, the research is based on self-reported data that can contain bias on response. The respondents could falsely report or alter their answer to cheating behaviour because of the social desirability or because of fear of being judged negatively, something that can influence the validity of the information. Lastly, the findings depend on the particular cultural and educational background that the research was being done. The perceptions of academic integrity in Hyderabad may be influenced by cultural norms, activities in their educational practices, and social expectations in a different way compared to other regions or countries.

VIII. CONCLUSION

The paper shows that academic honesty is a complex concept that can be understood using the multidimensional approach that incorporates sociological and psychological elements. Peer culture, normlessness and moral reasoning interact to affect the ethical decision-making in academic context by students. The identification of these related factors gives a better explanation of the occurrence and consequences of academic dishonesty and how it can be dealt with.

On the findings, it is suggested that academic ethical cultures should be advanced in the educational systems by strengthening academic integrity policies, incorporating ethics programs in the school curriculum, and fostering positive peer cultures that encourage honesty and fairness. Besides, partnership between parents, educators and school leaders is a core requirement in the reinforcement of moral principles and in the process of helping students to develop responsible academic conduct. By encouraging a culture of integrity and minimizing academic dishonesty in schools such collective action can be used.

References

- [1]. Alsharefeen, R., Alwan, A., Al-Shehri, A., & Alshurideh, M. (2025). Academic integrity policy and practice in higher education.
- [2]. Arellano, W. M. B. (2024). Academic dishonesty among English-language learners in higher education.
- [3]. Aruğaslan, E., Yıldız, E. P., & Yıldız, H. (2024). Academic dishonesty, procrastination behaviour, and time management skills in distance education.
- [4]. Balalle, H., & Pannilage, S. (2025). Reassessing academic integrity in the age of AI: A systematic literature review.
- [5]. Bittle, K., & El-Gayar, O. (2025). Generative AI and academic integrity in higher education: A systematic review.

- [6]. Chen, B., & Macfarlane, B. (2024). Academic integrity and misconduct in global higher education.
- [7]. Chiang, F. K., Zhu, M., & Yu, W. (2022). Academic dishonesty in online learning environments: A systematic review.
- [8]. Cleto, E. J. T. (2024). Study of academic dishonesty among university students: Forms, prevalence, and associated factors.
- [9]. Cotton, D. R. E. (2024). ChatGPT and academic integrity: Opportunities and challenges in higher education.
- [10]. Garg, M., & Goel, A. (2022). Online assessment security and academic integrity challenges.
- [11]. He, F. X., et al. (2024). Academic dishonesty among nursing students: A systematic review.
- [12]. Holden, O. L., Norris, M. E., & Kuhlmeier, V. A. (2021). Academic integrity in online assessment: A research review.
- [13]. Janinovic, J. (2024). Honor codes, punishments, and deterrence of academic dishonesty.
- [14]. Kazley, A., et al. (2024). AI use and perceptions of academic misconduct among medical students.
- [15]. Kumar, R., Mehta, A., & Shah, R. (2024). Detecting AI-assisted academic dishonesty using behavioral analytics.
- [16]. Lee, K., & Park, J. (2023). Academic integrity perceptions among university students.
- [17]. Liu, Y., & Chen, Y. (2023). Moral reasoning and academic misconduct among adolescents.
- [18]. Miles, P. J., Campbell, M., & Ruxton, G. D. (2024). Understanding why students cheat in higher education.
- [19]. Negash, K. H. (2025). Academic dishonesty among higher education students: Causes and implications.
- [20]. Noorbehbahani, F., Mohammadi, A., & Aminazadeh, M. (2022). Cheating in online exams: A systematic review.
- [21]. Park, S., & Kim, H. (2023). Peer influence and academic misconduct among university students.
- [22]. Sharma, R. C., & Panja, S. (2025). Addressing academic dishonesty in higher education: A systematic review.
- [23]. Singh, A., & Sharma, P. (2023). Ethical reasoning and academic integrity among college students.
- [24]. Sozon, M., Karim, A., Ahmad, A., & Latif, R. (2024). Cheating and plagiarism in higher education institutions: A review.
- [25]. Sucitra, I. (2025). Academic fraud behaviour and institutional responses in universities.
- [26]. Tauginienė, L., et al. (2024). Conceptualizing academic integrity and academic misconduct in higher education.
- [27]. Wang, L., & Zhao, Y. (2023). Digital academic integrity and online learning challenges.
- [28]. Yin, X., Chen, Y., & Liu, J. (2025). Drivers of academic dishonesty among adolescents.
- [29]. Zhao, L. (2024). Moral judgment and academic cheating among school students.
- [30]. Zhao, L., Stone, G. E., Zhang, J., & Yi, Y. (2022). Academic dishonesty and peer cheating: A meta-analysis.
- [31]. Zhou, M., & Li, H. (2023). Social norms and academic misconduct in university environments.
- [32]. Zolfaghari, A., & Shokri, S. (2023). Ethical education and prevention of academic dishonesty.