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The Relationship between Students' Perception of the Classroom Climate and their Academic Integrity among Iranian Male EFL Learners

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Abstract

In this research, the effect of students' perception of the classroom climate (CC) on their Academic Integrity (AI) has been investigated in their English high school classes. This is a topic of pivotal importance since it may reveal factors contributing to Students' academic dishonesty in language classrooms which can obstruct their language learning process. The sample of the study comprises 30 students of a high school in Arak City. To inform the study of the variables under investigation, two Likert-scale questionnaires (Gentry et al. CC questionnaire & McCabe's AI for high school students questionnaire) were utilized to collect the participants' perceptions simultaneously. The results of the study indicated that learners' perception of CC has a statistically significant effect on their level of AI. These results implicate that assuring higher levels of AI in EFL contexts is dependent on the learners' perception of CC. Therefore, both teachers and learners must be informed and required to establish a positive CC in order to acquire learning objectives through enhancing AI in the classroom.

Keywords: perception of classroom climate, academic integrity, post-pandemic education, language learning attitude, McCabe's AI questionnaire

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1. Introduction

1.1 Overview

During the last two decades, a great number of researchers tented to discover more about notions related to ethics in education such as Academic Integrity (AI) and Academic Dishonesty (AD). In this study, the researcher tends to investigate the relationship between students' perception of the classroom climate and their academic integrity in English classes. The importance of conducting such studies to investigate AI in language learning unveils when we take a closer look at the past few years of education during the Covid pandemic around the world.

The immediate shift to online education due to the pandemic has forced institutions to employ online assessment more than ever. As a result of being unprepared for the new challenge, the organizations could not effectively plan their assessment methods in online environments. Many studies have concluded that dishonest behavior increases greatly in online assessment tasks if the difficulty in maintaining academic integrity in digital environments remains unsolved (Sevimel-Sahin, 2023; Moradi, 2021) among others). Nevertheless, academic integrity is an essential concept for improving teaching and learning in any field of study, and when it comes to language learning its importance gains even more accent as the development of language skills depends directly on the amount and the quality of the practices and tasks that a learner himself works on.

Many studies in recent years have focused on the AI issue in online learning platforms, however, few of them have also considered the post-pandemic [1]situations. To be clear, the educational institutions' conditions have gradually changed to become normal again and even maybe to pre-pandemic situations, however, people involved in the education did not change back to the previous conditions. Now, learners are more equipped with technology as teachers are, and other parties involved in education are currently using technology for the sake of learning and teaching more than ever. Although it has been beneficial for all groups involved as it facilitates the learning process in many ways, technology has also had its own detrimental effects. One of which is the reduction in the AI of learners who could have freely used technology and internet sources for doing their homework and assignments without supervision during the pandemic. A behavior that has probably transferred to the post-pandemic era as well.

On the other hand, classroom climate is one of the vital and influential factors in teaching; it plainly refers to not only intellectual space, but also social, emotional, and physical environment of the classroom that influences the process of learning. Including such a factor in our study helps the researcher to find out if the atmosphere created in the language classroom by the teacher in the forecasted conditions has any effects on the learners' AI or not. It can also be said that, in some cases, the only reason that a student shows a dishonest manner in a class is not the transformation of pandemic bad habits. One explanation could be the class atmosphere that encourages he/she to do so because of a number of reasons, for example, lack of enthusiasm since the material being presented or the way it is presented is not stimulating enough. If the study shows a positive effect of classroom climate on the learners' AI, it means that we need to think of new methods for assessing and giving assignments for language learners that are more involving, more personalized, and probably more thought-provoking to be able to compete with their desire to use technology for doing any given homework. The fundamental question underlying the debate is whether or not learners' perception of the classroom climate has any effect on their level of academic integrity.

1.2 Research Question

Is there any positive relationship between the students' perception of classroom climate and their Academic Integrity among Iranian EFL male learners in the group age of 15-17?

1.3 Research Hypothesis

There is not any kind of relationship between students' perception of the classroom climate and their Academic Integrity among Iranian EFL male learners in the group age of 15-17.

2. Review of Related Literature

In this section of the study, former research in the domain of classroom climate and academic integrity are aimed to be demonstrated in two subcategories of (i) theoretical background and (ii) applied studies.

[1] I recommend using the post-pandemic term to refer to the normal (and semi-normal) condition of education after the outbreak of Covid-19 has been controlled around the globe.

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2.1 Theoretical Background

To understand the core notion of the two variables involved in the study, we scrutinize the most significant classic studies about each of them. It also provides the readers with the definitions of both variables.

2.1.1 Classroom Climate

As formerly mentioned classroom climate can be defined as an intellectual space, a social, an emotional, and a physical environment of the classroom that influences the process of learning (Bierman 2011). It is the idea that teachers influence student growth and behavior. Student behavior affects interaction with peers - the instructor is responsible for influencing these behaviors. Of course, the instructor must organize the classroom in a way that leads to a positive environment instead of a destructive one and/or one that is not beneficial to learning by being the "invisible hand" in the classroom (ibid, p.297).

Students experience the classroom as an intellectual space, as well as a social, emotional, and physical environment. Classes that skillfully or indirectly eliminate certain groups of students are usually common from students' point of view. Students have a particularly negative reaction to educators who do not recognize important local or national events (Huston & DiPietro, 2007). These kinds of classrooms have a negative effect on students' motivation to learn and their cognitive development since they are implicitly marginalizing them (Ambrose, Bridges, DiPietro, Lovett, & Norman, 2010). As Hall (1982) believes CC is not only affected by blatant inequality toward a learner or a group of learners and subtler inequalities also affect CC. Likewise, Ambrose et al. (2010) suggest that stereotypes may also cause alienation and marginalization of learners especially among those who are the target of unfair generalizations (e.g. based on their ethnicity). Students who have experienced stereotypes or expect to be viewed or judged in a certain way may experience tensions and cognitive impairments that interfere with learning. Angelo and Cross (1993) offer some strategies for teachers to improve CC in their class, instances are: reflecting on events that occur regularly in your classroom and asking your students for feedback directly about their experiences in your course.

2.1.2 Academic Integrity

Although the notion of AI is probably as old as the notion of education itself, it did not gain much academic attention until decades ago. Many organizations and scholars have tried to propose a univocal definition of AI to make it as clear as possible for both instructors and learners. A few of these definitions are provided here, then, the factors encouraging learners to demonstrate dishonest behaviors will be discussed. Based on the Center for Academic Integrity (CAI), the term "Academic integrity" can be defined as the commitment to five basic values (honesty, trust, fairness, respect and responsibility) when facing problems. From these values flow principles of behavior that enable a scientific community to implement its ideas.

Texas Tech University also defines 'Academic dishonesty' as academic dishonest actions that include cheating, plagiarism, collusion, falsification of academic records, misrepresentation of facts, and fraud that creates an unfair academic advantage to a student's actions (2007, p. 22). Texas A & M University also describes that 'cheating' means using, or attempting to use materials, information, notes, educational aids or unauthorized items and resources in any academic exercise (2007). According to Ferguson (2010), citing Dalton (1998), the term cheating is a sub-category of academic dishonesty and covers a wide range of behaviors that are considered unethical.

Ferguson (2010) reports that 45% of students commit cheating to avoid falling in a course and another 21% of them cheat because they think they will not be punished for this act. Nuss et al. (1988) also mention the following as the reasons for which students involved in dishonest behaviors during their education:

- Students are not clearly explained what behavior is considered as 'academic dishonesty.'
- Students believe that what they learn is not related to their future careers.
- Students' values have changed, succeeding at any cost is one of their popular values.
- Strong competition and strictness to achieve success and reach professional schools force students to cheat and get higher grades.

Nass et al. (1988) also defined cheating as the intentional or attempted use of unauthorized materials, information, or aids in any academic exercise. The word exercise includes all forms of work that is done to obtain credit.

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1.4 Applied Studies

Classroom climate has always been one of the fascinating conceptions for the researchers involved in the field of education, one possible reason can be seen in the evolution of the theoretical definitions and implications. As a new idea evolves theoretically a new aperture for conducting an applied research opens as well. Some of these studies are conducted in language-learning classrooms to study the effects of different classroom climates on the language learning process. For instance, Qui (2022) studies the outcomes of a positive classroom climate in learning a second language. She also elaborates on teachers' roles in promoting the CC as well as the learners' role in doing so. Based on this study, enhancing learners' affective well-being, higher self-esteem, reducing anxiety and improving learners' communicative skills are among the outcomes of a positive CC in online English classrooms. Also, Ranđelović and Dimić (2019), in their study, examined the relationship between academic performance and certain dimensions of classroom climate. Using a survey to gather data from their participants, they concluded that there is no significant relationship between the two variables under investigation.

A number of studies regarding CC were also done in the context of Iranian educational institutions, for instance, Mohammad-Hosseini et al. (2022) did research to investigate the effectiveness of "A model of classroom social climate, foreign language enjoyment, and student engagement among EFL learners." In their study, they tested a model of student engagement based on classroom social climate (CSC) and foreign language enjoyment (FLE) among English language learners in Iran using SEM and concluded that both factors were predictors of students' engagement and CSC exerted a slight influence on FLE. However, their study is different from the current study as it considers the emotional aspect of the CC as its main variable.

More studies tried to investigate the effects of CC on various variables or its relationship with other factors inside a classroom. These series of studies were not directly related to ours, but are important as share the same context of the study (Iranian EFL learners). For example, Karshaky and Salehi (2011) showed that there is a positive relationship between the perception of CC and self-regulation aspect of emotional intelligence of the students. Qadiri, Aasadzadeh and Dortaj (2010) tried to explain the relationship between classroom climate and goal orientation. Hejazi and Naqsh (2008) studied the relationship between classroom climate and optimism with positive development of students was under investigation in his work. Considering the literature of the study, one can conclude that the results of the research done is neither conclusive nor sufficient due to the complicated and inclusive nature of CC, and there will always be another variable to study its interaction with CC in different contexts.

On the other hand, numerous studies have been conducted to study AI in various contexts and from different angles in the past forty years many of which have focused on creating and promoting a culture of academic honesty and integrity inside an educational organization (e.g. Khan & Balasubramanian, 2022; Moradi, 2021; Mukasa, Strokes, & Mukana 2023). Probably among the experts who have published their opinions in this field, McCabe has been one of the most effective faces. He has been active in this field since the 90s. His most important works in the fields have focused on situational ethics, the lack of academic honesty among students, the relationship between cheating in students considering very close friendships, and how to increase performance and academic honesty among students (e.g. McCabe & Pavela, 2004; McCabe & Tervino, 1998). Another study that focuses on promoting AI, is Canham's (2008) doctoral dissertation at "Texas Tech University" that proposes a plan to do so based on McCabe's previous studies.

Khamesan and Amiri (2011) have investigated academic dishonesty among male and female students in Iran. They see the most common types of cheating as cheating in exams and homework, and consider the factors involved as lack of responsibility, lack of time, difficult assignments and exams, and high expectations from peers. Mahjoubi, Khezri Moghadam and Fazelpour (2014) have also studied the relationship between individual moral identity and academic dishonesty. They concluded that with the increase in the symbolization dimension of moral identity, cheating in the exam and cheating in the assignment decreases, which means that cheating cannot be considered an unchangeable inherent characteristic and can be reduced with proper training and awareness. In a study, Rashadatjou and Mohajeri (2013) discovered a positive relationship between the academic honesty of students and their academic progress.

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Jokar and Haghnegahdar (2015) also studied the relationship between moral identity and academic dishonesty by considering the factor of gender, and the results of the research showed that the private dimension of moral identity predicts the individual type of academic dishonesty, that is, cheating in the exam. And the general dimension of moral identity was a predictor of the social type of academic dishonesty, that is, cheating in assignments. Investigating the moderating role of gender in the relationship between the dimensions of moral identity and the dimensions of academic dishonesty showed that the pattern of the relationship between internalization and the dimensions of academic dishonesty is different in girls and boys so the relationship between the dimension of internalization of moral identity and the dimension of cheating in the test decreased in boys. In addition, they quote (Martinez et al., 2004) from a biological point of view that, "mainly, men are more attracted and involved in risky behaviors such as academic dishonesty" (p. 157), due to their tendency to be more excited. The current research did not include girls in the society, this is the point that considering the higher level of academic dishonesty among boys, if a study offers an explanation that is convincing for male participants, it will be assumed that it should also be operative to females.

Moreover, during the last decade, some studies have been conducted to investigate AI in language learning classrooms in recent years. Khoo and Kang (2022), for example, through an instructor-facilitated AI Socialization approach engaged students in language development and empowered them to communicate about their disciplinary course topics through written journal entries during the Covid pandemic. They reported that their approach was successful in promoting AI in students' self-perception of readiness for academic writing.

3. Methodology

3.1 Participants

Thirty Iranian EFL male learners in the group age of 15-17 are randomly selected (cluster random selection) from a public ordinary high school (in Arak, Iran) from two different classes from the same level with the same English teacher. The students' foreign language proficiency was not a case of study and consequently is not investigated.

3.2 Instruments

Two Likert-scale questionnaires were used to measure the variables of the study. Firstly, a translated version of Gentry, Gable and Rizza (2002) Classroom Climate Questionnaire was utilized to inform the study of the participants' perception of CC. The classroom climate questionnaire contains 31 questions. The items used in this questionnaire reflect a person's perception of his class and class activities. Questionnaire scoring is based on a 5-point Likert scale from always to never. The study of the perception of the classroom climate is based on the assumption that the student's perception of the environment is linked to his background and personal characteristics, and this in turn affects the way he thinks about his social world and his approach to the environment around him. Based on this, students' perception of the learning environment affects their participation in class activities and establishing relationships with their peers. The translation of this questionnaire was developed and standardized by Khoshtale (2014). In her research, the content validity of the questionnaire has been confirmed by university professors. Also, its reliability is mentioned above 70% through Cronbach's alpha. This instrument consists of 4 subscales namely, interest, challenge, choice and enjoyment. To be more specific in analysis, the subscales of CC are also taken into account in the current research while AI is seen as a cohesive element. This questionnaire is included in the appendices under appendix I.

Secondly, a translated version of "McCabe's AI questionnaire" was used to measure the level of each student's AI. This test originally included 15 statements to which learners were required to provide two sets of answers to; first, how often they have done a behavior during the last year and, second, how seriously they think that a behavior is considered cheating. This questionnaire (provided in appendix II) was previously translated by the researcher and its reliability was calculated and reported through Cronbach's alpha (α=.83) in another study (Moradi, 2021).

3.3 Procedure

To conduct this research, a briefing session was first of all arranged for the participants who were all students of the same high school in Arak with the age of 15-17. The different aspects of the research were elaborated mainly to assure the students that the result of the observations was going to be used just for the sake of academic purposes to assure them of the confidentiality of their answers. It was also made clear to the participants that they are going to answer both questionnaires with regard to their English classes and not their other subjects' classes.

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In this study, in order to avoid multiple results and to increase the internal validity of the test, a well-experienced English teacher's classes in the high school were chosen as the source for gathering data. In this way, all of the participants experienced the same classroom climate with the same teacher in an ordinary senior high school. At first, the learners were required to answer the AI questionnaire and then they took the CC Questionnaire. The participants had 45 minutes to answer all of the questions in the two surveys.

3.4 Data Analysis

The final data from the AI questionnaire and CC questionnaire were analyzed using SPSS software. SPSS version 26 was used to analyze the data. Descriptive statistics was used to describe the respondents' answers to these two. Pearson correlation was used to examine the association between AI and CC, and linear regression is applied to indicate which of the CC's subscales is one of predictors for AI.

4. Results

4.1 Descriptive analysis

The first objective of the study was to study the correlation between participants' Academic Integrity (AI) and their perception of the classroom climate (CC). Table 1 shows the descriptive results of the research data. In this table, the mean and standard deviations are presented.

Table 1. Descriptive statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Academic Integrity (AI)	30	33	72	47.00	11.320
CC (Interest subscale)	30	11	39	24.83	7.235
CC (Challenge subscale)	30	14	38	26.90	6.183
CC (Choice subscale)	30	14	36	24.97	5.568
CC (Enjoy subscale)	30	9	35	21.37	7.486
Classroom Climate (total)	30	60.00	131.00	98.0667	20.41962
Valid N	30				

4.2 Investigation of Pearson Correlation

The results of the Pearson correlation coefficient between the CC subscales and the participants' AI are shown in Table 2. In this table, the significance and correlation between the indexes are shown. All significant levels were reported at a level of 0.05 (95% confidence). As outlined in the table, there is a significant relationship between AI and 'Enjoyment' scale (correlation coefficient of 0.521) as well as 'CC' (correlation coefficient of 0.422). Therefore, it can be said that there is a significant relationship between these indices and the academic integrity of the participants. That is, it can be said that with the increase of each of these indices their AI also increases. Of course, the correlation is slightly lower than expected, which can be said to result from a small sample size.

Table 2. Correlations between variables of the study

		AI	CC (Interest)	CC (Challenge)	CC (Choice)	CC (Enjoy)	CC (total)
AI	Pearson Correlation	1	.250	.297	.194	.521**	.422*
	Sig. (2-tailed)		.183	.111	.305	.003	.020
	N	30	30	30	30	30	30
**. Correlation is significant at the 0.01 level (2-tailed).							
*. Correlation is significant at the 0.05 level (2-tailed).							

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4.3 Multivariate Linear Regression Results

After examining the results of the correlation coefficient, the results of multivariable regression are examined. In this study, we are looking at the hypothesis that which of the CC subscales is one of the preconditions for promoting participants, AI. The first step, in this case, is to examine the regression presumptions. The most important assumption is that the distribution of the sample is normal. The results of the Kolmogorov-Smirnov test confirm the normality of data distribution as shown in table 3.

Table 3. Tests of normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
CC (Interest)	.103	30	.200*	.976	30	.719
CC(Challenge)	.106	30	.200*	.970	30	.527
CC(Choice)	.071	30	.200*	.981	30	.845
CC(Enjoy)	.157	30	.056	.941	30	.100
CC(total)	.102	30	.200*	.956	30	.243

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

The results of the table above show the amount of sig. among all indicators are higher than 0.05. Therefore, with 95% confidence, we can say that the data has a normal distribution. After reviewing this assumption of the regression model, we see that this assumption is in place. The results of the regression model are consequently reported. The following table (table 4) shows the significance of the regression model. Since the Sig. value of the model is less than 0.05 it indicates that the model is meaningful. Also, the R model's index is .64 which is satisfactory. This figure indicates that CC subscales have 41% predictability of the AI.

Table 4. Model summary[b]

					Change Statistics					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change	Durbin-Watson
1	.647[a]	.419	.326	9.296	.419	4.500	4	25	.007	2.633

a. Predictors: (Constant), CC (Enjoyment), CC (Choice), CC (Challenge), CC (Interest)
b. Dependent Variable: AI

The regression model was reported to be meaningful, but it is not clear which subscales were effective in the model. Therefore, the purpose of regression analysis is to find out at the end which indicators are strong predictors of AI and have influenced the regression model significantly. For this subject, the amount of B (beta) of each subscale should be investigated. The following table (table 5) shows the beta indices and their significance.

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Table 5. Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	22.833	10.576		2.159	.041	1.051	44.615
	CC (Interest)	-2.552	.795	-1.631	-3.208	.004	-4.190	-.914
	CC (Challenge)	-.823	.520	-.449	-1.581	.126	-1.894	.249
	CC (Choice)	-1.092	.514	-.537	-2.125	.044	-2.150	-.034
	CC (total)	1.396	.388	2.519	3.595	.001	.596	2.196

a. Dependent Variable: AI

As shown in table 5, the 'interest' subscale of CC (B = -3.2), the 'choice' subscale of CC (B = -2.1) and the 'Classroom climate' itself (B = 3.6) are powerful predictors of AI. This analysis arises from the fact that the Sig. index of these subscales is less than 0.05. So, with 95% confidence, these indicators are predictors of AI.

5. Discussion

The research question asked whether classroom climate influences the level of academic integrity of EFL learners. It has been concluded from the above results that there is a significant positive correlation between some of the CC subscales and AI. As a result of our research, the primary null hypothesis is rejected, since we can see that there is a significant relationship between students' perception of CC and their AI and not only this relation stands for one or two of CC subscales but also they are predictors of participants' AI. The findings revealed that these subscales (interest & choice) are most probably the preconditions of one's AI. Learners' perception of classroom climate depends on how a student looks at the classroom events and atmosphere; and as it is defined, is not autonomous.

An inclusive classroom climate is one in which all students feel intellectually and academically supported and, regardless of their differences in their identities and learning priorities, increase their sense of belonging in the classroom. Such environments are created and sustained when educators and students work together to achieve thoughtfulness, respect, and excellence (Kaplan & Miller 2007). Moreover, the findings of the current study suggested achieving higher levels of AI might be reached through promoting students' CC. Consequently, applying CC-promoting activities and discussions that focus on these aspects of students' perception would finally result in a more appropriate perception of the classroom climate in which the learners do not find it necessary to be dishonest in order to get higher scores.

Since the current study is quite innovative and its variables had not been investigated (in an interrelated approach) in the literature, it would not be an easy task to report its consistency with previous studies. However, there are some patterns of similarity to be noted. For example, Qui (2022) reported the outcomes of a positive classroom climate in learning a second language for learners to enhance learners' affective well-being, higher self-esteem, reduce anxiety and improve learners' communicative skills. In addition, based on the results of the studies working on AI (e.g. (Ferguson, 2010; Nuss et al., 1988), the lack of such individual characteristics is among the reasons to commit dishonest behaviors among learners. Therefore, it can be concluded that such outcomes of a positive CC can eventually result in higher AI of learners in language classrooms. The current study was to some extent able to find support for Qui's (2022) study in that sense. Although further studies will be required for a more confident and conclusive decision about this congruency.

The results are also consistent with the study of Khoo and Kang (2022). In their research, they worked on an instructor-facilitated AI Socialization approach and engaged students in language development and empowered them to communicate about their disciplinary course topics. In other words, through enhancing the CC, they aimed at achieving

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higher levels of AI. It is also noteworthy that they conducted their research under different circumstances (i.e. online platform), and new measures are required for such a platform to ensure the research of CC improvement in such settings.

Moreover, our research could also lend support to Rashadatjou and Mohajeri (2013) who discovered a positive relationship between the academic honesty of students and their academic progress. That is, as the students' perception of the CC ascends their AI also ascends and based on the positive correlation reported in their study their academic progress is also enhanced. Although Ranđelović and Dimić's (2019) study reported that there is no relationship between academic performance and certain dimensions of classroom climate. Their findings stimulate conducting further studies to investigate its congruency with the findings of the current study as well as of Rashadatjou and Mohajeri (2013).

While suggestive, this finding should be interpreted with caution because factors other than the ones investigated could have contributed to the reported outcomes. Although every attempt was made to eliminate design and analytical flaws, were inevitably a few minor limitations, and this should be taken into account when further research is designed. However, this study provides evidence that CC plays a significant role in AI, the reader should note its limitations and how future research might be enhanced. Among the methodological limitations of the study are the small sample, and the lack of experimental design. The findings, therefore, cannot be generalized to all EFL contexts Without considering the factors involved in the study. And for future studies, I recommend conducting the study in larger samples as well as designing an experimental program (for CC improvement) in which we can be ensured that the outcome of the study is only due to the improvement of CC in the experimental group.

6. Conclusion

We set out to find evidence that CC has an effect on AI. Having underlined that this study is preliminary– though we believe, suggestive– we will close by discussing the possible implications of our findings. The outcome of this study has implications at theoretical, pedagogical, and methodological levels. As far as the theoretical level is concerned, the contribution of the present study is that it contributes directly to the discussion on the crucial role that CC plays in AI. More importantly, the results of the present study support the effectiveness of the 'interest' and the 'enjoyment' subscales of classroom climate on the students' honest behaviors. At the pedagogical level, the present study suggests that one way to increase the academic integrity of the learners in EFL contexts is to establish an environment for a classroom in which the learners can feel equity, have free choice, face manageable challenges, follow their passion for their Interests and finally can enjoy.

Probably the most important implication of the present study is aimed at teachers since they have an important role in establishing a positive classroom climate in their classes. They need to be informed that having a destructive classroom climate will eventually make the learners demonstrate dishonest behaviors in language classrooms, and such behaviors will interrupt the language learning process because instead of doing their tasks, assignments, and practices by themselves; they will commit the misbehaviors to compensate for the fears they have inside the classroom. On the other hand, the students' role in promoting the classroom climate could not be neglected, therefore, students are also required to be briefed about the negative effect of dishonesty in their learning process as well as the course requirements and retribution policies.

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Appendices

Appendix I (Classroom Climate Questionnaire (Persian Translation)**)**

گویه ها	پرسشنامه ادراک از محیط کلاس	همیشه	اغلب	گاهی	بندرت	هرگز
۱.	به آنچه در کلاس انجام می دهم علاقه دارم.					
۲.	در کلاس برای کارکردن روی چیزهای مورد علاقه ام فرصت کافی دارم.					
۳.	آنچه در کلاس انجام میدهم به من ایده های جدید و جالبی می دهد.					
۴.	من موضوعات جالبی را در کلاس مطالعه می کنم.					
۵.	معلم مرا در فعالیت های یادگیری جالبی درگیر می کند.					
۶.	آنچه در کلاس یاد می گیرم برایم جالب است.					
۷.	آنچه در کلاس انجام میدهم برایم جالب است.					
۸.	کلاس باعث شد تا من علاقه هایم را کشف کنم.					
۹.	فعالیت هایی که در کلاس انجام می دهم برایم چالش انگیز است.					
۱۰.	برای حل مساله های کلاسی باید فکر کنم.					
۱۱.	در کلاس از مطالب و کتاب های چالش انگیز استفاده می کنم.					
۱۲.	من با امتحان کردن روش های جدید فکرم را درگیر می کنم.					
۱۳.	فعالیت هایم می تواند مرا از دیگران متمایز سازد.					
۱۴.	از نظر من کار در این کلاس نیاز به تفکر دارد.					
۱۵.	من برای اینکه در کلاس بهترین باشم درگیری ذهنی دارم.					
۱۶.	آنچه در کلاس انجام می دهم در حد توانایی من است.					
۱۷.	این کلاس سخت است.					
۱۸.	می توانم کارکردن در گروه را انتخاب کنم.					
۱۹.	می توانم کار کردن به تنهایی را انتخاب کنم.					
۲۰.	وقتی در گروهی کار می کنم می توانم هم گروهی هایم را انتخاب کنم.					
۲۱.	من می توانم پروژه هایم را خودم انتخاب کنم					
۲۲.	وقتی فعالیت های متعددی وجود دارد من می توانم آن هایی را انتخاب کنم که متناسب بامن است.					
۲۳.	در کلاس می توانم وسایل موردنیاز فعالیت هایم را خودم انتخاب کنم.					
۲۴.	می توانم برای آنچه ارائه می دهم مخاطبینی انتخاب کنم.					
۲۵.	برای آمدن به کلاس انتظار می کشم.					
۲۶.	من لحظات خوبی در کلاس دارم.					
۲۷.	معلم یادگیری را لذت بخش می کند.					
۲۸.	آنچه را که در کلاس انجام می دهم دوست دارم.					
۲۹.	کارکردن در کلاس را دوست دارم.					
۳۰.	فعالیت هایی که در کلاس انجام می دهم برایم لذت بخش است.					
۳۱.	پروژه هایی را که در کلاس انجام می دهم دوست دارم.					

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Appendix II (McCabe's AI Questionnaire (Persian Translation))

پرسشنامه صداقت تحصیلی گزاره	هرگز	یکبار	بیش از یکبار	بی مورد	تقلب نیست	تقلب جزئی است	تقریبا تقلب است	تقلب جدی است
۱. از روی برگه دانش‌آموز دیگری در حین امتحان رو نویسی کرده ام.								
۲. در حین امتحان درحالیکه که اجازه آن را نداشتم از برگه های تقلب استفاده کرده ام .								
۳. در حین آزمون از وسایل دیجیتال (که اجازه استفاده از آن را نداشتم) برای یافتن پاسخ سوالات استفاده کردم.								
۴. از دانش آموزان دیگری که قبلا امتحان را داده بودند سوالات یا پاسخ سوالات را گرفتم.								
۵. به دانش آموز دیگری کمک کردم که در امتحان تقلب کند.								
۶. به جای خواندن نسخه کامل و اصلی کتاب داستان درس و غیره، تنها به نسخه‌های خلاصه شده از قبل تهیه شده اکتفا کردم.								
۷. متن و یا داستانی که قرار بوده به زبان انگلیسی بخوانم و بفهمم را فقط ترجمه اش یا حل المسائلش را خواندم.								
۸. تکلیفی را که از دانش‌آموز دیگری رونویسی کرده بودم به معلم تحویل دادم.								
۹. در حالی که معلم تاکید کرده بود که هر کس به صورت انفرادی تکلیف را تحویل دهد با دانش آموزان دیگر به صورت گروهی روی تکلیف کار کردم.								
۱۰. بدون آن که منبع مطلب را ذکر کنم مطلبی را از یک وب سایت رونویسی کردم.								
۱۱. بدون آنکه منبع مطلب را ذکر کنم جملاتی را از یک کتاب مجله و یا دیگر منابع رونویسی کردم.								
۱۲. به دانش‌آموز دیگری اجازه دادم که از روی رونویسی کند.								
۱۳. تکلیفی راکه بیشتر آن را والدینم انجام داده باشند را به معلم تحویل دادم.								
۱۳. تکلیفی را ارائه داده ام که بیشتر بخش های آن را از یک وب سایت مجله یا کتاب و یا منبع دیگری بدون ذکر آن ها گرفتم.								
۱۵. یک نسخه کپی از امتحان، پاسخ امتحان، سوالات و تکالیف را خریده‌ام فروخته‌ام و یا در بین دیگران توزیع کرده ام.								

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