Present of Causal Model of Effective Cognitive Factors on Academic Dishonesty with Emphasize on Self-Efficiency Mediating Role and Metacognitive of First Secondary School Students in Shiraz

Saeed Talebi, Ahmad Rastegar and Matin Farid*

Abstract--- The aim of current research was presenting causal model of effective psychology factors on academic dishonesty with emphasize on self-efficacy and metacognitive of Shiraz first secondary school students. According to, chose 360 of Shiraz first secondary school students by random-stratified sampling method and answered to academic dishonesty questionnaires as Mc Cabe & Trenive (2000), academic self-efficacy beliefs (ASEBQ) by Zajacova et al. (2005), Ryan & Frederick vitality (1997) and Baer et al. mindfulness (2006). Data analysis was performed by path analytical method and AMOS software. Data analysis results showed mindfulness direct effect on metacognitive is 0/29. Addition to, direct effect of emotional intelligence (0/19) on academic self-efficacy (0/21) is significant. While direct effect of mental vitality on metacognitive is 0/24 and direct effect of metacognitive on academic dishonesty is -0/34. So, current research results show suitable fit of causal model of effective cognitive psychology factors on academic dishonesty of Shiraz first secondary school students.

Keywords--- Causal Model, Academic Dishonesty, Self-Efficacy, Metacognitive, First Secondary School.

I. INTRODUCTION

Education system of each obeys activities and its special goals that obtain these aims based on scientific and academic honesty shadow of those system learners. Ideally, formal education is that can reach to optimal goals by using reasonable features and provide appropriate for learners training. One of the problems that education institutes and schools deals always with them and in recent decades, have tried to deal with them seriously and haven't eradicated it completely up until now is cheating. This phenomenon can be seen in all education environments (Sabzian et al., 2017). Bahrami and coworkers (2015) believe that cheating or deception is an inclusive phenomenon that education system has faced with it years away and tolerated excessive costs about it. That is why cheating is a selfish and immoral act for raising positions and individual situations outsides the rules. Although, this action is a fact of life of more today education institutions, cheating is an immoral phenomenon and common among learners. Then it needs more attention by teachers, managers and researchers. If academic cheating increases in education system, its scientific basis's can shake and disturb to access in education goals. In fact, one of the matters that can disturb in function of these education institutions and prevent to reach to goals which is academic cheating or lack of

Saeed Talebi, PHD of Educational Planning, Associate Professor of Educational Science, Payam Noor University, Shiraz Branch, Shiraz. E-mail: saeedtalebi@gmail.com
Ahmad Rastegar, PHD of Educational Planning, Associate Professor of Educational Science, Payam Noor University, Shiraz branch, Shiraz. E-mail: Rastegar_ahmad@yahoo.com
Matin Farid*, M.A in Curriculum, Payam Noor University, Kherameh Branch, Shiraz. E-mail: matin.farid@gmail.com

academic honesty (Sabzian et al. , 2017).

Statement of Problem

Today, academic violations and mibehaviours like academic dishonesty include cases which its prevalence in scientific environments such as schools and universities is impossible. Academic dishonesty conclude ethics fundamental in doing academic homework that has scientific and educational rating or credit for each individual. It can determine about prevalence of cheating, but various researches in different countries have showed that cheating hasn't been for a special academic period, a university and a country and see in whole world (Calahan, 2007).

In fact, cheating among students is common and increasing. Study has shown that 60% of teens have cheated in tests at least once and 38% of them did it more than two times. Another research in this matter says that statistics of students cheating have increased for last 50 years up to now (Kheirabadi, 2011; quoted Sabzian et al., 2017).

But should point this note that academic dishonesty not only relate to one country, but also is in different countries. Although Bahrami and coworkers (2015) have pointed in their research in USA show that about 58% of medical students have admitted cheating and 88% whom people did it include B.A period students. Other researchers have stated that 27% to 58% of learners cheat at least once and at last another research state that cheating in educational environment doesn't occure as individual action. This is a common work. 9/26% to 8/88% of learners want another person to help them in cheating depends on fraudulently behavior. Lev and coworkers in 2010 and Bandura in 1977 stated confidence in students' abilities and their proper understanding of their skills is a research that self-efficacy has important role in it. Students who have less self-efficacy and don't try for success in this way are people who have stress while they have lack of competence and do cheating function. Instead, students who have more self-efficacy have more competence and success. Most of researchers try to consider factors of this matter that Qadampour and coworkers (2015) quote people who have less self-efficacy and less self-esteem do cheating. Our country also is not immune of different aspects of this fake behavior (cheating). As Sayed Hosseini Davarani (2006) show outbreak of some fake behaviors in tests such as rewrite of another person's, allow others to write test paper, send and deliver through gesture is about 50%. Khodaee, Moqadamzadeh and Salehi (2011) state base on their research results that 95% of students have confessed cheating during academic year and have reported 75% successful of them in cheating. It is note that academic dishonesty only relate to schools, but also is common in higher education. So Khamesan and Amiri (2011) show that mean of cheating scale was 2/24 in Birjand students and state more students have cheated between once to five times in test sessions. Individual characteristics are effective on academic dishonesty (Tamara, 2015 & Salgado et al., 2014).

 People characteristics are individual variables related to academic dishonesty. Academic dishonesty is a reveal behavior which can relate to individual characteristics. It can point that these characteristics to people gender (Hensley et al., 2013 & Jurdi et al., 2012) believed that men cheat women in academic period. Eastman and coworkers (2008) and also Williams and coworkers (2010) believed that academic major also is effective on cheating. Jurdi (2012) says our classmates interfere in this argue, too and students also obey each other. As Crittenden, Hanna and Peterson (2009) opinion, cheating is a function that students do it for better score. The next factor in desire to cheating is Internet usage that students use it do their homework with copy subjects (Bain, 2015).

People belief of their abilities for reaching to their academic goals show learning and self-efficacy (Ugwa et al., 2013) that is effective on academic dishonesty. Base on Shim and coworkers (2013) state that tries for getting good score is functional orientation. If it is more, person self-efficacy will be more. If people have more self-efficacy, their academic development and motivation will be more and at last leads to less academic dishonesty (Caprara et al., 2011; Todd et al., 2011, Luara, 2015 & Moradi et al., 2016).

Hypothesizes

- Mental vitality has direct and positive effect on academic self-efficacy.
- Mindfulness has direct and positive effect on metacognitive
- Emotional intelligence has direct and positive effect on academic self-efficacy.
- Emotional intelligence has direct and positive effect on metacognitive.
- Metacognitive has direct and negative effect on academic dishonesty.
- Academic self-efficacy has direct and negative effect on academic dishonesty.
- Mental vitality through academic self-efficacy has indirect and negative effect on academic dishonesty.
- Mindfulness through academic metacognitive has indirect and negative effect on academic dishonesty.
- Emotional intelligence through academic self-efficacy and metacognitive has indirect and negative effect on academic dishonesty.

II. METHOD

Current research, one hand, based on its goal includes practical researches and on the other hand, this research studies the relation between variables, descriptive (non-experimental) that is correlation. The number of first secondary school students of Shiraz high schools in 1397-1398 as secondary education deputy of Shiraz education ministry quote is 58863 that 28983 of them are girl and 29880 are boys. In order to determine, sample volume has used Jessi & Morgan table and selected 360 persons as sample of 58863 girls and boys students of Shiraz first secondary school in 1397-1398. According to society has formed of different sub-groups (girls and boys). So has used of relative class sampling method. It chose 177 people (49%) girl and 183 people (51%) boy of 360 selected persons. It is necessary to mention that used software in this research is SPSS and AMOS. In this study, used library sources such as articles of Latin and Persian journals, books and Internet resources for collecting literature and research subject and used standard questionnaires for data collection in order to analysis.

Academic Dishonesty Questionnaire

For study of academic dishonesty used Mc Cabe & Trenive (2000) academic dishonesty scale in this study. This questionnaire have two components of inner behavior (include 5 questions) and exterior behavior have used 5 degree range of Likert (never-always) in order to scoring questionnaire questions. In this questionnaire, maximum score who a person can earn is 50 and minimum is 10.

Academic Self-Efficacy Questionnaire

This research has made academic self-efficacy beliefs questionnaire (ASEBQ) by Zajacova et al. (2005) for variable measurement of academic self-efficacy. Zajacova and coworkers expanded new copy of academic self-

efficacy questionnaire as academic self-efficacy beliefs questionnaire and with pattern of academic scale (Mildston, Lent, Brown & Larkin, 1986) and collage self-efficacy contents (Solberg et al., 1993). This questionnaire include 27 questions with 10 degree range of Likert, completely certain to completely uncertain and four components of reliability to his ability do homework in class (question 1 to 9) and do homework in outside the class (questions 10 to 17), confidence to his ability in interaction with others at school (question 18 to 23) and confidence to his ability in work management, family and school (question 24 to 27). In this questionnaire, maximum score who a person can earn is 270 and minimum is 0. Then, if the score is close to 270, academic self-efficacy level is more and if person score is low and close to 0, it will have low self-efficacy level (Shokri & et al., 2011).

Mental Vitality Questionnaire

In order to study mental vitality used Ryan and Fredrick mental vitality questionnaire (1997) that measure person current energy and happy. This scale includes 7 articles and is as 5 degree range of Likert. Scoring answers measure from not completely correct (code 1) to completely correct (code 7). Milia, Skye & Costenze in 2011 quote Sheikh Eslami and Daftarchi in 2015 have reported reliability of mental vitality scale with using Cronbach's alpha (94%). Sheikh Eslami and Daftarchi (2015) have used Cronbach's alpha coefficient for study reliability of this scale that questionnaire alpha coefficient reported as 0/89. Sheikh Islami and Daftarchi (2015) also calculated its review and correlation of each question with total score of mental vitality scale and has reported domain coefficient as 0/57 to 0/86 that coefficients in level has been significant (0/001).

Mindfulness Questionnaire

Mindfulness questionnaire is self-assessment scale of 39 items that has evolved by Baer and coworkers (2006, quote Ahmadvand et al., 2011) through mix of Fribreg mindfulness questionnaire (Walach et al., 2006), awareness scale and mindfulness attention (Brown & Ryan, 2003), Canchoki mindfulness scale (Baer & Smith, 2004), cognitive and emotional mindfulness reconsidered scale (Kumar et al., 2005) and Sutampeton mindfulness questionnaire (Chadwick et al., 2007) with 5 agent analysis function. Baer (2006) did exploratory agent analysis on samples of university students. Mindfulness questionnaire range, Likert 5 degree state accept or reject with each of phrases from 1(never and very rarely) to 5 (often or always). Score domain in this scale is 39-195. A total score earns of total scores of each sub-scale that show scores is high, mindfulness also is more (Ahmadvand, et al., 2011). As results Neuser (2010, quote Ahmadvand et al., 2011), factors inner matching was suitable and alpha coefficient was between 0/75 (being a non-reactive agent) and 0/91 (in description agent). Correlation between agents was medium and significant in all cases and was in range of 0/15 to 0/34.

Metacognitive Strategies Questionnaire

It used Welz questionnaire in this research for data collection. This questionnaire has determined in 1997 and a self-report scale (30 articles) that measure people about their thinking. Answer to that question calculate in a four degree scale of Likert, 1-not agree to 4-completely agree. This scale includes 5 sub-scales such as positive beliefs about anxious, uncontrollable beliefs and get dangerous of anxious, beliefs about cognitive-adequacy, total negative beliefs (be responsible, superstitions and etc.), cognitive self-awareness. Shirinzadeh has translated and provided this questionnaire for Iran population. Cronbach's alpha coefficient of total scale has reported in Iranian samples (0/91)

and has reported for sub-scale of uncontrollable, positive beliefs, cognitive self-awareness, cognitive reassurance and need to control negative thoughts respectively in Iranian sample 0/87, 0/86, 0/81, 0/80 and 0/71. In consider that has emphasized using agent analysis and reported its reliability with Cronbach's alpha for total and sub-scales between 76% to 93% and considered validity of this questionnaire by two clinical psychologists through method and a psychiatrist and earned coefficient (79%) in order to measure 1-inner coherence, 2-cut in half, 3-through Cronbach's alpha method. In order to validity (reliability) of questionnaire of scale metacognitive on 52 people also run and earned its reliability coefficient (r=0/88) (Yousefi et al., 2008).

Emotional Intelligence Questionnaire

In order to study emotional intelligence used Sybria Shring questionnaire (1996, quote Mohammadi, 2016) in this research. This questionnaire includes 5 components of self-motivation (7 questions), self-awareness (8 questions), self-control (7 questions), social awareness or sympathy (6 questions) and social skill (5 questions) and totally includes 33 questions. Answers are as 5 degree and sequentially. Scoring answers is from never (code 1) to always (code 5). We can say Asadi (2003) earned test inner similarity scale by Cronbach's alpha method (0/84). It has presented variables correlation matrix (foundation of analysis studies among variables), route coefficient, fit specifications and fit model route chart with the goal of data analysis.

Table 1: Correlation Matrix of Research Variables

	1	2	3	4	5	6
Mindfulness	1					
Emotional intelligence	0.277**	1				
Mental validity	0/450**	0/092**	1			
Academic self-efficacy	0/225**	0/231**	0/255**	1		
Metacognitive	0/240**	0/109*	0/048	0/070	1	
Academic dishonesty	0/009	0/057	0/212**	0/249**	0/318**	1

1 0/0P <**   5 0/0P <*

Result of table showed that mindfulness on awareness has the most correlation (0/450) and emotional intelligence and metacognitive have the least correlation (0/109).

Table 2: Estimate of Direct Effect Coefficient

Estimate variables	Standard parameter	t	Significant level
Direct effect of mindfulness on:	——		
Metacognitive	0/29	3/672	0/01
Direct effect of emotional intelligence on :	——	——	——
Academic self-efficacy	0/21	2/741	0/01
Metacognitive	0/19	2/380	0/01
Direct effect of mental vitality on:	——	——	——
Academic self-efficacy	0/24	3/094	0/01
Direct effect of academic self-efficacy on:	——	——	——
Academic dishonesty	-0/27	-3/733	0/01
Direct effect metacognitive on:	——	——	——
Academic dishonesty	-0/34	-4/621	0/01

Result of table 2 showed that direct effect of mindfulness on metacognitive is 0/29. This measure is significant with t=3/672 in 0/01 level. So, second hypothesis of research approve direct effect of mindfulness on metacognitive.

Indirect effect of mindfulness also is significant (-0/10) through metacognitive on academic dishonesty and research eighth hypothesis is accepted. Then mindfulness has indirect effect on academic dishonesty through metacognitive. Results also shows that direct effect of emotional intelligence on metacognitive is 0/19. This measure is significant with t=2/380 in 0/01 level. So, fourth hypothesis of research is accepted. Direct effect of emotional intelligence on academic self-efficacy is 0/21.

This measure is significant with t=2/741 in 0/01 level. Then research third hypothesis approve direct effect of emotional intelligence on academic self-efficacy. It is necessary that indirect effect of emotional intelligence on academic dishonesty through academic self-efficacy and metacognitive is -0/12 and significant. Ninth hypothesis of research is accepted. Direct effect of mindfulness on metacognitive is 0/24. This measure is significant with t= 3/094 in 0/01 level. So, first hypothesis of research approve direct effect of mindfulness on metacognitive. In addition, indirect effect of mindfulness on academic dishonesty through academic self-efficacy is significant and 0/06 and seventh hypothesis of research is accepted. Then, mindfulness has indirect effect on academic dishonesty through metacognitive. Indirect effect of academic self-efficacy on academic dishonesty is -0/27. This measure is significant with t= -3/733 in 0/01 level.

So, sixth hypothesis of research approve direct effect of academic self-efficacy on academic dishonesty. Direct effect of metacognitive on academic dishonesty is -0/34. This measure is significant with t= -4/621 in 0/01 level. So, fifth hypothesis of research approve direct effect of metacognitive on academic dishonesty. Other estimated parameters are measure of total effects that is mix of direct and indirect effects. Some of exogenous variables include direct or indirect effect with endogenous variable of academic dishonesty. So total effects of these variables following:

Total effect of mindfulness on academic dishonesty is significant (-0/10).

Total effect of emotional intelligence on academic dishonesty is significant (-0/12).

Total effect of mindfulness on academic dishonesty is significant (-0/06).

Total effect of academic self-efficacy on academic dishonesty is significant (0/27).

Total effect of metacognitive on academic dishonesty is significant (-0/34).

In following table is brought determined variance of research variables.

Table 3: Determined Variance of Research Variables

Column	variable	(R^2)Determined variance
1	Academic self-efficacy	0/11
2	Metacognitive	0/09
3	Academic dishonesty	0/18

Model Fit Features and Fit Model

In order to study of model fit, has used fit features. Totally, it reports x2/df, RMSEA, CFl1, GFl and AGFl among various fit features.

In following table has presented model fit features.

Table 4: Model Fit Features

Features	Estimate
Square ration	11/963
Freedom degree	6
P value	0/063
Comparative fit index (CFL)	0/944
Justified fit index (GFI)	0/975
Adjust justified fit index (AGFI)	0/912
Estimate square root of approximate error variance (RMSEA)	0/080

All measures are bigger than 0/9 and shows accepted fit. Although measure of RMSEA is 0/080, include good fit modeling. In continue, fitted model route diagram has presented with estimated parameters (standard measures).
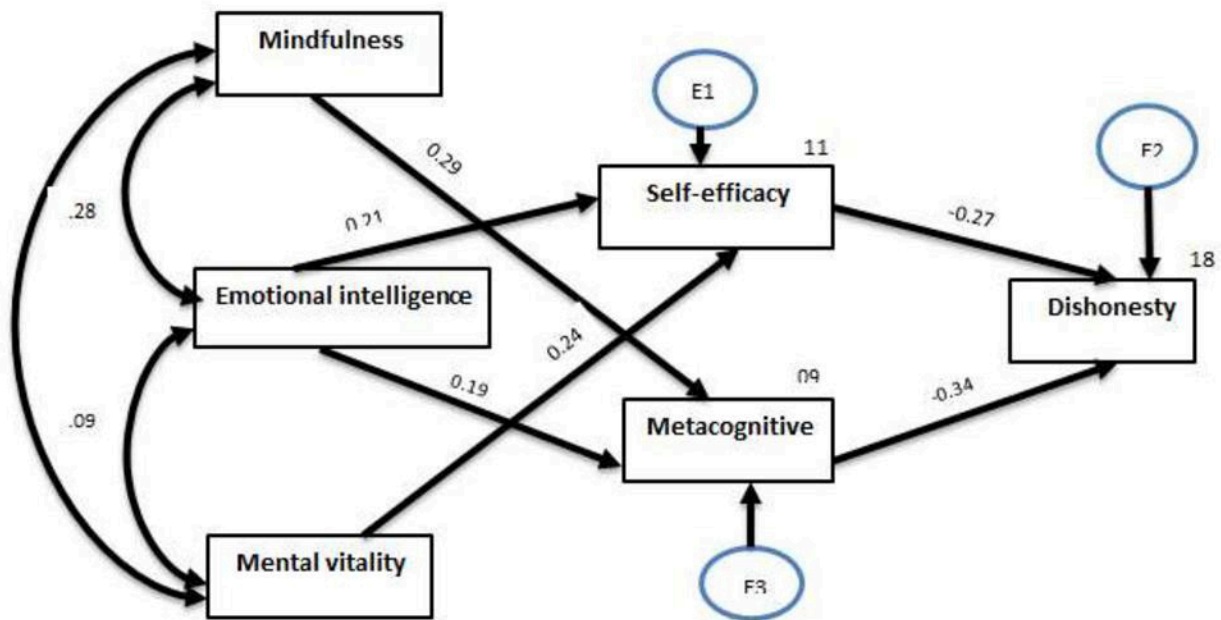

Figure 1: Route Diagram and Fitted Model Parameters Estimate

III.   RESULTS

Results showed that mindfulness has direct and significant effect on academic self-efficacy. This finding aligns with Tofiqi researches (2017). In interpretation of this finding, can point Ryan & Dc (2008) explanation about mindfulness. Ryan & Dc (2008, qoute Tofiqi (2017)). They believe that mindfulness is physical and mental energy. They believe that people who are in high level of mindfulness report their position without any clash with environment, non-control of out, ability in interaction and influence on environment around. They attend themselves as their actions source and regulate their energy in order to targeted actions. At last, it will end to increase their self-efficacy beliefs. So, students who have more mindfulness and get experience the sense of happy and energy, have more self-efficacy in education. Mindfulness has direct and significant effect on metacognitive. This finding aligns with Hamedi and co-workers research results (2016) and Mosavinejad & Abdkhodaee (2016). In interpretation of

this finding, should note this note that mindfulness can have useful role in improve learning and academic function in order to life various aspects. Dogan (2015) has stated in research that high level of learner's emotional self-efficacy leads to high level of cognitive engagement. Ersanl researches results (2015), Patrick and co-workers (2007) have similar researches like Dogan (2015).

Emotional intelligence has direct and significant effect on academic self-efficacy. This finding aligns with Bahadori Khosroshahi & Khanjani (2011) and Aqdami Baher and co-workers (2009). In other words, emotional intelligence talents give students this behavior who can control difficult situations before they get non-control and cause to decrease students stress that cause more self-efficacy sense in students. Then can earn stress management with increasing emotional intelligence increase and at last, leads to academic self-efficacy increase. Research results showed that emotional intelligence has direct and significant effect on metacognitive. This finding aligns with Heidari and co-workers (2010), Ansari (2017), Khoshro and co-workers (2017) and Talebzadeh (2011). We can say that students who have more emotional intelligence, they can learn better metacognitive strategies. Different researches showed that if learners learn more as cognitive, they can get more cognitive and behavior goals (Wang & Eccles, 2013).

Result show that metacognitive has reverse and significant on academic dishonesty. In other words, students who use cognitive strategies. This finding aligns with Ansari research results (2017). In interpretation of this finding, we can say students have more self-efficacy, cheat less. Because these students feel that they can answer exam questions. So, they focus more in exam sessions on their papers and finally this subject cause to decrease students' academic dishonesty.

REFERENCES

[1]   A test of self-determination theory across multiple domains (2011). *Personality and individual differences* 50, 387–391.
[2]   Adqami Baher, A.R. (2009). Relation of self-efficacy emotion and emotional intelligence with occupation burnout among employees of Tabriz Islamic Azad University, *education and training magazine (educational science), course 2, No.7.*
[3]   Ahmandvand, Z., Heidarinasab, L., & Shoeeri, M.R. (2012). Determine of psychology-rehabilitayion as mindfulness components, *health psychology,* No. 2, p. 60-69. (Baer et al., 2006; quote Ahmandvand et al., 2012; Kumar et al., Chadwick et al., Neuser result, 2010 & Walach et al., 2006).
[4]   Ansari, Z. (2017). Present of structural model of effective factor on academic dishonesty of nursing students, Shiraz medical university, *M.A thesis of Shiraz Payame Noor University,* (Mc kabe, 2000).
[5]   Asadi, J. (2003). The study of relation of emotional intelligence, occupation burnout and mental health of Iran Khodro company staff, *M.A thesis of psychology and educational science collage, Allameh Tabatabaee University.*
[6]   Baer, R. A., Smith, G. T., & Allen, K. B. (2004). Assessment of mindfulness by self-reports the Kentucky inventory of mindfulness skills. *Assessment,* 11(3), 191-206
[7]   Baer, R. A., Smith, G.T., Hopkins, J., Krietemeyer, J., &Toney, L. (2006). Using self-report assessment methods to explore facets of mindfulness. *Assessment.*13 (1), 27-45.
[8]   Bahadori Khosroshahi, J., & Khanjani, Z. (2011). Relation of emotional intelligence with self-efficacy and academic development and its comparison in top and non-top students, *first scientific conference of Iran educational science students, Tehran, Shahid Beheshti university.*
[9]   Bahrami, M., Hassanzadeh, M., Zandi, Z., Erami, E., & Kheizaran, M. (2015). Students point of view about exam cheating and its strategies to deal with it, scientific-research monthly of education strategies in medical, (2), 99-104.

[10] Bain, L. Z. (2015b). How students use technology to cheat and what faculty can do about it. *Information Systems Education.Journal (ISEDJ), 13*(5), 92–99.

[11] Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychology Rev,* 84:191–215.

[12] Brown, K., & Ryan, R. (2003). The benefits of being present: Mindfulness and its role in psychological well-being. *Journal of Personality and Social Psychology,* 84(4), 822-48

[13] Callahan, D. (2007). The cheating culture: Why more Americans are doing wrong to get ahead paperback. *New York: Mariner Books.*

[14] Caprara, G.V., Vecchione, M., Alessandri, G., Gerbino, M., & Barbaranelli, C. (2011). The contribution of personality traits and self-efficacy beliefs to academic achievement: A longitudinal study. *British journal of educational psychology,* 81(1), 78-96.

[15] Chadwick, P., Hember, M., Mead, S., Lilley, B. & Dagnan, D. (2007). Responding mindful to unpleasant thoughts and images: Reliability and validity of the Southampton Mindfulness Questionnaire (SMQ), unpublished manuscript, University of Southampton Royal South Hants Hospital, U.K.

[16] Crittenden, V., Hanna, R., & Peterson, R. (2009). The cheating culture: A global societal phenomenon. *Business Horizons,* 4, 337–346.

[17] Dogan, U. (2015). Student's engagement, academic self-efficacy and academic self-achievement and avoidance achievement motivation. *Journal of personality and social psychology,* 72, 218-232.

[18] Eastman, K. L., Eastman, J. K., & Iyer, R. (2008). Academic dishonesty: An exploratory study examining whether insurance students are different from other college students. *Risk Management & Insurance Review,* 11(1), 209–226.

[19] Ersanl, C.Y. (2015). "Relation between students' academic self-efficacy and language learning motivation: the study of 8th graders", *procedia- social and behavioral science,* 199, 472-478.

[20] Ghadampour, E., Garavand, H., & Sabzian, S. (2015). Relationship between perception of educational-research environment and research self-efficacy and *academic achievement of students of Mashhad University of Medical Sciences,* 14:933–42.

[21] Hamedi, M., Mirzaeian, B., & Hassanzad, R. (2016). Effectiveness of treatment base on mindfulness on stress and positive metacognitive beliefs towards students anxious suffering exam anxiety, psychology new opinions magazine, 1st period , No.1, P.11-20.

[22] Heidari, A.R., Ehteshamzadeh, P., & Halajati, F. (2010). Relation of emotional regulation and metacognitive and optimism with students exam anxiety, new findings in psychology, P. 7-19.

[23] Hensley, L. C., Kirkpatrick, K. M., & Burgoon, J. M. (2013). Relation of gender, course enrollment, and grades to distinct forms of academic dishonesty. *Teaching in higher education,* 18(8), 895–907.

[24] Jurdi, R., Hage, H. S., & Chow, H. (2012). What behaviors do students consider academically dishonest? Findings from a survey of Canadian undergraduate students. *Social Psychology of Education,* 15(1), 1–23.

[25] Khamesan, A., & Amiri, M.A. (2011). The Study of academic dishonesty among girl and boy students, ethics quarterly *journal in science and technology,* No. 1, 53-61.

[26] Kheirabadi, M. (2011). Life school: shortcut, but..., growth article, academic tutorial, 16 (8), 16-17.

[27] Khodaie, E., Moghadamzadeh, A., & Salehi, K. (2011). Factors affecting the probability of academic cheating school students in Tehran. *Procedia-Social and Behavioral Sciences,* 29, 1587-1595.

[28] Khoshravesh, V., Majlejnejad, N., Qomi, M., & Sedaqat, A. (2017). Relation of emotional intelligence and metacognitive beliefs in girl and boy students, *psychology association congress of Iran.*

[29] Kumar, S. M., Feldman, G., C. & Hayes, A., M. (2005). Change in mindfulness and emotional regulation in an integrative therapy for depression, *Manuscript under review.*

[30] Lent, R. W., Brown, S. D., & Larkin, K. C. (1986). Self-efficacy in the prediction of academic performance and perceived career options. *Journal of Counseling Psychology, 33,* 265-269.

[31] Lev, E.L., Kolassa, J. & Bakken, L.L. (2010). Faculty mentors and students perceptions of students research self-efficacy, 30:169–74.

[32] Luara, T.D. (2015). Academic cheating in college students: relation among personal values, self-esteem and mastery. *Social and behavioral sciences,* 187, 88-92.

[33] Milyavskaya, M., & Koestner, R. (2011). Psychological needs motivation and well-being:

[34] Mohammadi, R. (2016). Presenting effective model of spiritual and emotional intelligence and on occupation burnout emphasize with life quality of Busher teachers job, M.A thesis of Shiraz Payame Noor University, (Seria Shring, 1996).

[35]   Moradi, M., Alizadeh, M., Baranian, S., & Zoqeibi Qanad, S. (2016). 5 great factors of psychology personality and rehabilitation: mediate role of its sanctity, *transformation psychology journal, Iranian psychologists,* 49(13), 79-93.

[36]   Mosavinejad, S.E., & Abdkhodaee M.S. (2016). The effect of mindfulness on elderly metacognitive beliefs of Qochan city, forth national conference of consulting and mental health, Qochan Islamic Azad University.

[37]   Neuser, N., J. (2010). "Examining the Factors of mindfulness: A confirmatory Factor Analysis of the Five Facet mindfulness Questionnaire", School of.

[38]   Patrick, H., Ryan, A., & Kaplan, A. (2007). "Early adolescence perception of classroom environment, motivation and beliefs": *Journal of educational psychology,* 99, 83-98.

[39]   Ryan, R .M & Frederick, C. (1997). On energy, personality and health. *Journal Personality,* 65, 529- 565.

[40]   Ryan, R.M & Deci, E.l. (2008). From ego- depletion to vitality. Social and personality, *Personality of environmental development psychology,* 30,159-168.

[41]   Sabzian, S., Qadampour, & E., Mirdaricond, F. (2017). Determine of causal model of academic dishonesty base on individual and tissue factors with mediate role of academic self-efficacy, *research in educational and virtual learning, fifth year,* No.3, (consecutive 19), P.43-66. (Kheirabadi, 2011; quote Sabzian et al.).

[42]   Salgado, J.F., Moscoso, S., Sanches, J.I., Alonso, P., Chrogwicka, B. & Berges, A. (2014). Validity of five-factor models their facets: The impact of performance measure and facets revisualization on the bandwidth fidelity dilemma. *European journal of work and organization psychology,* 24(3), 325-349.

[43]   Sheikheslami, R., & Daftarchi, E. (2015). Predict of students mindfulness base on targeted orientation and basic needs and psychology, psychology magazine (74), nineteen year, No.2, (Milia et al., 2011; quote Sheikheslami & Daftarchi, 2015).

[44]   Shim, S.S., Cho, Y., & Wang, C. (2013). "Classroom goal structures social collective identities as motivator of actions". *Educational psychologist,* 44, 78-89.

[45]   Shokri, O., Tolabi, S., Qanaee, Z., Taqvaeenia, A., Kakabaraee, K., & Foladvand, Kh. (2011). The psychometrics study of academic self-efficacy beliefs questionnaire, educational and learning studies publishing (social science and humanities of Shiraz University), 3rd period, No. 2, (consecutive 619-2), P. 45-61. (Zajacova, 2005 & Solberg et al., 1993).

[46]   Solberg, V. S., O'Brien, K., Villarreal, P., Kennel, R., & Davis, B. (1993). Self-efficacy and Hispanic college students: Validation of the College Self-Efficacy Instrument. *Hispanic Journal of Behavioral Sciences,* 15, 80-95

[47]   Talebzadeh Nobarian, M., & Norozi, A.A. (2011). Relation between emotional intelligence and metacognitive awareness of reading strategies with academic function of educational science students of Shahid Beheshti university, new approach in education management, 2nd year, No.2, P.1-22.

[48]   Tamara, L.G., & Bennett, E.P. (2015). Big five personality and academic dishonesty: A meta-analytic review. *Personality and individual differences,* 72, 59-67.

[49]   Todd, K., Shackelford, R.L., & Michalski, R.L. (2011). Personality and self-esteem in newlyweds. *Personality and individual differences,* 51, 870-872.

[50]   Tofiqi, S. (2017). Present of causal model on occupation burnout with mediate role of pessimism towards organization changes and occupation self-efficacy among teachers of Shiraz secondary school, M.A thesis of Payame Noor University, Shiraz, (Aqdami Baher et al., 2009 quote Tofiqi).

[51]   Ugwa, F.O., Onyishi, I.E., & Tyoyima, W. (2013). Exploring relationship between academic burnont, self-efficacy and academic engagement among Nigerian college student. "*The African symposium,* Vol.13, No.2, 37-45.

[52]   Walach, H., Buchheld, N., Buttenmuller, V., Kleinknecht, N. & Schmidth, S. (2006), "Measuring mindfulness- Freiburg Mindfulness Inventory (FMI)", *Personality and individual differences,* 40. 1543-1555.

[53]   Wang, M.T., & Brinkworth, M.E., & Eccles, J.S. (2013). The moderation effect of motivation as predictors of academic performance. *Anthropologist,* 20 (3), 553-556.

[54]   Williams, K., Nathanson, C., & Paulhus, D. (2010). Identifying and profiling scholastic cheaters: Their personality, cognitive ability and motivation. *Journal of Experimental Psychology,* 16, 293–307.

[55]   Yousefi, R., Jangi Aqdam, H., Seivanizadeh, M., & Adhamian, E. (2008). Comparison of metacognitive in schizophrenia patients, anxiety disorder and non-patient control group, cognitive sciences new quarterly, No. 38, (Welz, 1997).

[56]   Zajacova, A., Lynch, S. M., & Espenshade, T. J. (2005). Self-efficacy, stress, and academic success in college. *Research in higher education,* 46, 6, 678-706.