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Academic student fraud in longitudinal research design

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ABSTRACT

The authors emphasize the importance of studying academic fraud among students. This phenomenon takes on large-scale dimensions. The authors are convinced that the solution of the problem depends on the scientific knowledge of the psychological portrait of students. Within the framework of the personalist approach, the authors present a review of the scientific literature. The authors identified a problematic field of empirical research that would reveal the dynamics of students' subjective perceptions of a person who resorts to academic fraud. A sample of the study was formed, the author's questionnaire was presented. The results of a longitudinal study of the dynamics of subjective perceptions of cognitive characteristics, emotional manifestations, and behavioral patterns of a student's personality are presented for discussion. To complete the psychological portrait of the students, valid psychodiagnostic techniques were used in the study. The stages of the study are presented. The analysis of empirical data is based on the evidence-based methods of the statistical thesaurus. The findings of the study revealed the students' ideas about the person resorting to plagiarism. In conclusion, the authors formulated step-by-step programs of psychological support for students to refuse to use various schemes of academic fraud.

KEYWORDS: longitudinal study; subjective representations; cognitive characteristics; emotional manifestations; behavioral patterns.

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Fraude de estudiantes académicos en el diseño de investigación longitudinal

RESUMEN

Los autores señalan la importancia de estudiar el fraude académico entre los estudiantes. Este fenómeno adquiere dimensiones a gran escala. Los autores están convencidos de que la solución del problema depende del conocimiento científico del retrato psicológico de los estudiantes. En el marco del enfoque personalista, los autores presentan una revisión de la literatura científica. Los autores identificaron un campo problemático de investigación empírica que revelaría la dinámica de las percepciones subjetivas de los estudiantes sobre una persona que recurre al fraude académico. Se formó una muestra del estudio, se presentó el cuestionario del autor. Se presentan para discusión los resultados de un estudio longitudinal de la dinámica de las percepciones subjetivas de las características cognitivas, las manifestaciones emocionales y los patrones de comportamiento de la personalidad de un estudiante. Para completar el retrato psicológico de los estudiantes, en el estudio se utilizaron técnicas de psicodiagnóstico válidas. Se presentan las etapas del estudio. El análisis de datos empíricos se orienta por los métodos basados en evidencia del tesoro estadístico. Los hallazgos del estudio revelaron las ideas de los estudiantes sobre la persona que recurre al plagio. En conclusión, los autores formularon programas paso a paso de apoyo psicológico para que los estudiantes se negaran a utilizar varios esquemas de fraude académico.

PALABRAS CLAVE: estudio longitudinal; representaciones subjetivas; características cognitivas; manifestaciones emocionales; patrones de conducta.

Introduction

At the beginning of the XXI century, the scientific community became involved in the controversy over the concept of "double norms" proposed by D. Zyman, where the synchronous coexistence of the norms of academic ethics and their violations – "antinorm" is noted. In connection with this scientific controversy, a decline in the quality of higher education is openly noted all over the world. One of the important reasons for the loss of prestige of higher education is called academic fraud in the form of cheating and plagiarism. Sociologists, educators, and cultural scientists are actively involved in the study of this phenomenon. A large array of empirical data is accumulating, all kinds of projects are being formed that are aimed at eradicating this phenomenon. Years go by, but the phenomenon of academic fraud in the educational process is becoming more frequent. Psychologists often

reduce the phenomenon of fraud to the study of the phenomena of lies and deception. We have departed from this tradition. The purpose of our study is to identify the dynamics of changes in the subjective attitude to the student's personality and to recreate the psychological portrait of the respondent using the techniques of academic fraud. The study was conducted within the framework of a personological approach. We have clarified the main applied methods of the phenomenon under study. These methods include a survey and a cross-sectional experiment. In our study, survey methods are used, as in previous studies. Nevertheless, our study differs in that the main experimental data were revealed by the method of longitudinal experiment. It is this body of empirical data that will help interested researchers to turn to the study of academic fraud in a new scientific interpretation.

1. Literature review

The study of the psychological phenomenon of fraud is most often reduced to the study of the phenomena of lies and deception.

The main components of fraud-lies and deception are presented in countless foreign and domestic works of philosophers, lawyers, cultural scientists, sociologists, teachers: D. Diderot, I. Kant, F. Nietzsche, I. Feuerbach, I. Fischer, A. Schopenhauer, M. Weber, H. Ortega y Gasset, M. Heidegger, R. Merton (Chirikov, Shmeleva, Loyalka, 2019). Paul Ekman's classic research has made it possible to understand the nature of fraud (Ekman, 2013). Research Becker D., Ulstad I., (Becker, Ulstad, 2007), Stone T., Jawahar I., Kisamor J. (Stone, Jawahar, Kisamore, 2010), Adebayo S. (Adebayo, 2010), Anderman E. (Anderman, Griesinger, Westerfield, 1998), Freiburger T., Romain D., (Freiburger et al., 2017), Brandao M., (Brandao, Teixeira, 2005), Peled Yu., (Peled et al., 2019), Shmelevoy E., (Chirikov, Shmeleva, Loyalka, 2019), Dremovoy O. (Dremova, Maloshonok, Terentev, 2020), Efimova G., Golunova S. (Maloshonok, Shmeleva, 2019) expanded the concept of a psychological portrait of a person prone to fraud.

At the beginning of the XXI century, the scientific community became involved in the controversy over the concept of "double norms" proposed by D. Zaiman, which notes the synchronous coexistence of the norms of academic ethics and their violations – "antinorm". The emergence of the cognitive dissonance of the need to comply with the norms of scientific ethics actualized the birth of various applied research in foreign and domestic science (Ajzen,

2002; Grijalva, Nowell, Kerkvliet, 2006; Harding, Carpenter, Finelli, 2012). We will focus on a brief analysis of well-known psychological studies that focus on academic fraud in the student environment. First of all, we will note the research that describes the frequency of this phenomenon. Such studies include Bunn D., Caudill S., Gropper D. (Bunn, Caudill, Gropper, 1992); Graham M., Monday J., (Graham et al., 1994); Grimes P. (Grimes, 2004); Brandao, Teixeira (Brandao, Teixeira, 2005); McCabe, Trevino (McCabe, Feghali, Abdallah, 2008); Adebayo (Adebayo, 2010); Jones (Jones, 2011), Giluk T. (Giluk, Postlethwaite, 2015). Empirical evidence from these studies has revealed threats to the quality of modern education, in which students are increasingly resorting to academic fraud. The main factor of academic dishonest behavior Grimes P., (Grimes, 2004), Stone, Jawahar, Kisamore (Stone, Jawahar, Kisamore, 2010); the conformity factor was named. This conclusion was confirmed by the data of subsequent studies by Harding T., Carpenter D., Finelli C. (Harding, Carpenter, Finelli, 2012). Grijalva, Kerkvliet, Nowell (Grijalva, Nowell, Kerkvliet, 2006) have identified unintended fraud (panic cheating), which, in all likelihood, is quite common than planned. The cross-cultural research conducted by J. Magnus, V. Polterovich, D. Danilov, and A. Kolesnikov turned out to be somewhat undeservedly unnoticed. Savvateev (Grimes, 2004), ("Tolerance of Cheating: An Analysis across Countries"), Lupton, Chapman (Hard, Conway, Moran, 2006), Radaeva, Chirikova, (Chirikov, Shmeleva, Loyalka, 2019).

Cross-cultural studies, so rare for our science, have revealed the peculiarities of the attitude of students to students who use cheating; the peculiarities of the attitude to students who support cheating, the peculiarities of the attitude to students who talk about cheating to teachers (Hensley, Kirkpatrick, Burgoon, 2013). Russian students turned out to be more tolerant than American and European students towards cheating by other students, but absolutely intolerant of reporting cheating by other students to teachers (Eremeva, 2018).

Researchers Dremova O., Shmeleva E., Moloshonok N., Terentyev E. we found that academic fraud is quite popular among Russian students: two-thirds of students admitted that they have ever cheated, and their fellow students resort to academic fraud in 94-95%. Efimova G. Z. and Kicherova M. N. when analyzing the causes of academic fraud, they point to the lack of motivation for original works and applied research among students, which leads to plagiarism, falsification and other forms of academic fraud (Chirikov, Shmeleva, Loyalka, 2019). Dremova O., Shmeleva E. in their study of the psychological and pedagogical

determinants of academic fraud in students' research papers, they emphasize that students entering an educational institution are usually not ready for independent intellectual, thinking and analytical activities. They often do not have the skills to work with literature and correctly cite sources. They also raise the problem of "clip thinking" (Dremova, Maloshonok, Terentev, 2020).

Studies by Becker D., Ulstad I. (Becker, Ulstad, 2007), Hensley L., Kirkpatrick K., Burgoon J. (Hensley, Kirkpatrick, Burgoon, 2013) revealed that the level of general academic fraud among students was not found by gender, but young men resort to plagiarism in student papers more often.

The results of studies of the comparative correlation between academic fraud and the course of study are contradictory. Studies by Hensley L., Burgoon J. (Hensley, Kirkpatrick, Burgoon, 2013) found a positive association of the course with participation in academic fraud. An earlier study by Harding T., Carpenter D. (Harding, Carpenter, Finelli, 2012) revealed the presence of a negative relationship.

Studies by Anderman, Griesinger, and Westerfield (Anderman, Griesinger, Westerfield, 1998); Brandão, Teixeira (Brandao, Teixeira, 2006), Rettinger, and Kramer, (Rettinger, Kramer, 2009) show a strong association between academic fraud rates and academic motivation. Students with a dominant external learning motivation are more likely to use dishonest techniques when passing exams and defending a diploma than students with an internal learning motivation.

Studies by Stone T., Jawahar I., Kisamore J. (Stone, Jawahar, Kisamore, 2010); Kunts J., Butler C (Kuntz, Butler, 2014) are devoted to identifying links between certain personal characteristics and academic fraud.

Giluk T., Postlethwaite B. (Giluk, Postlethwaite, 2015) in the tradition of Goldberg's Five-factor Personality Model, presented a meta-study that found that students with high levels of conscientiousness and friendliness are less likely to engage in academic fraud in the educational space. Further, we found links between the fear of incompetence, high motivation to avoid failure, low self-esteem, and the test of internal uncertainty with the frequency of participation in academic fraud. The studies of McCabe D., Feghali T., Abdallah H. (McCabe, Feghali, Abdallah, 2008), Ozdemir O., Lane J., Michou A have found the greatest

appreciation and popularity in foreign psychology (Ozdemir, Lane, Michou, 2016), which confirm the importance of having a code of academic integrity in an educational institution.

It is worth noting the research of E. D. Shmeleva, which can claim a high professional level of meta-research on such an urgent topic about academic fraud (Chirikov, Shmeleva, Loyalka, 2019; Maloshonok, Shmeleva, 2019).

2. Results and discussion

In our study, the main methods are the longitudinal method, the survey methods are presented by the author's questionnaire "Subjective perception of a fraudster", online surveys, statistical methods: A. Bormatov's questionnaire "Honesty", the Machiavellianism Test (Mach-IV), which was developed by American psychologists Richard Christie and Florence Geis (Christie, Geis, 1970) (adapted by V. V. Znakov (2000)).

We also present an experimental method. Our experimental method is represented by cross-sections and the longitudinal method. This study was conducted for the first time in our country on a representative sample of students of 11 classes (31 students, 19 boys, 12 girls), students of Orenburg State University. The first experiment by the method of longitude was conducted from 2017-2020. with students of the full-time department of Orenburg universities (bachelor's degree), 43 students took part in it (according to gender characteristics-25 boys,18 girls). The second experiment was conducted using the longitudinal method from 2017-2020. with students of the full-time department of the specialty of Orenburg universities (specialty), 28 students took part in it, including 11 young men,17 girls. More than 700 students took part in online surveys, and more than 200 full-time and part-time students took part in open surveys.

Our research was based on the following hypotheses:

The purpose of the study: To identify the dynamics of changes in the subjective attitude to the personality of a student using the methods of academic fraud, using the method of longitudinal observation.

Hypotheses: 1. The personality of a student who uses academic fraud techniques becomes more positive according to subjective assessments in the reference group during longitudinal observation.

2. The personality of a student who uses academic fraud techniques becomes less positive according to subjective assessments during longitudinal observation.

The pilot study was conducted using the author's questionnaire "Subjective perception of the identity of a fraudster", which consisted of 12 personal characteristics of students who resort to academic fraud. The pilot study was performed in the tradition of the Campbell D. quasi-experiment (Campbell, 1958). The study was conducted in the tradition of a longitudinal experiment. This questionnaire was offered to students in grades 1-4, every year. The study involved 67 students (31 boys, 36 girls), as well as 31 students of 11 classes (19 boys, 12 girls). Below we present the data from this study. Respondents were asked to identify the most characteristic personality traits of a student who resorts to academic fraud.

Table 1. "Subjective view of the identity of the fraudster" in %

| Personal qualities | Students of the 11th grade | 1st year students | 2nd year students | 3rd year students | 4th year students |
|---------------------------------------|----------------------------|-------------------|-------------------|-------------------|-------------------|
| 1 Hypocrisy | 78 | 71 | 58 | 43 | 24 |
| 2 Cynicism | 79 | 65 | 54 | 34 | 21 |
| 3 High intelligence | 56 | 61 | 75 | 79 | 90 |
| 4 Ingenuity | 63 | 61 | 78 | 86 | 89 |
| 5 Isolation | 76 | 45 | 34 | 23 | 19 |
| 6 Communication difficulties | 85 | 76 | 56 | 37 | 23 |
| 7 Flexibility of thinking | 45 | 48 | 67 | 78 | 94 |
| 8 Readiness for unexpected situations | 85 | 76 | 87 | 86 | 89 |
| 9 Acting skills | 78 | 81 | 86 | 91 | 98 |
| 10 Ability to manipulate | 67 | 60 | 78 | 73 | 69 |
| 11 Deceitfulness | 65 | 67 | 51 | 32 | 16 |
| 12 Emotionality | 76 | 68 | 54 | 46 | 43 |

We see that the subjective perception of the identity of a student who resorts to academic fraud changes with age. If the students of the 11th grade are called hypocrisy, cynicism, emotionality, isolation and difficulty of communication leading in the portrait of a fraudster, then the senior students of these qualities were singled out among the insignificant, and noted the flexibility of thinking, high intelligence, ingenuity. It should also be noted that such a quality as "acting ability" was noted by all participants of the study. Also,

the respondents' opinion regarding such qualities as "readiness for unexpected situations", "ability to manipulate" did not change. As for lying, this quality was noted by students of the 11th grade in more than half of the cases, but among senior students this quality is in last place.

We formed the survey according to three clusters: cognitive characteristics (3,4,7,8), emotional-volitional characteristics (5,6,10,12), and behavioral characteristics (1,2, 9,11).

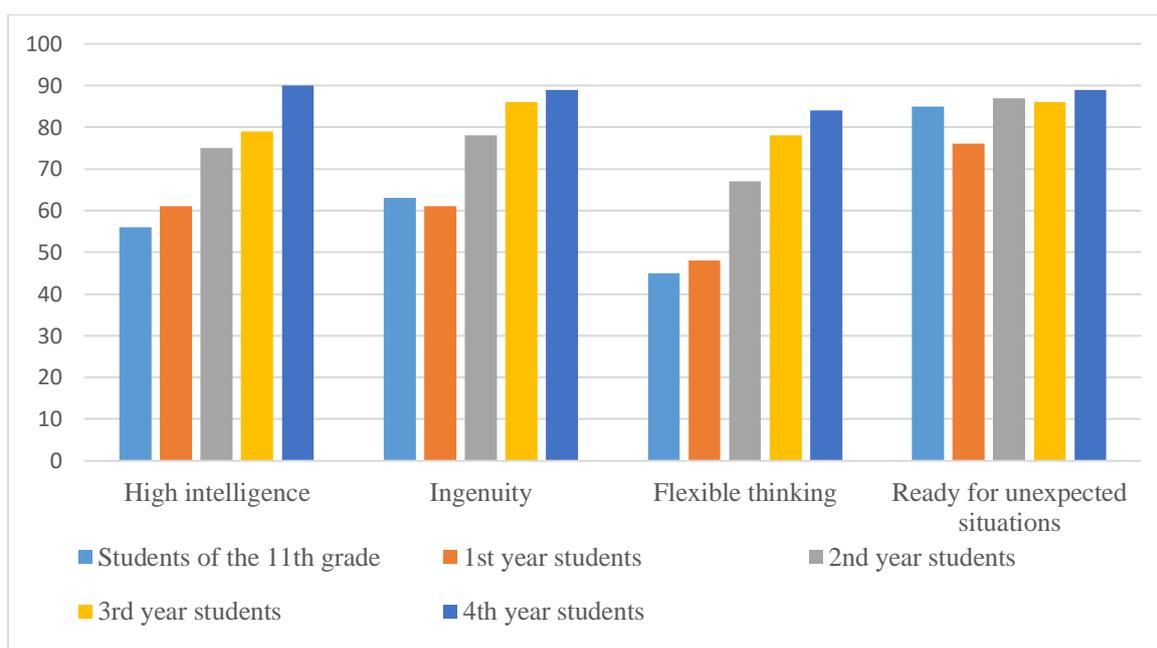


Figure 1. Cognitive characteristics in the compared groups

Figure 1 clearly shows the differences in the perceptions of the cognitive characteristics of a cheating student among different groups of respondents. High intelligence, ingenuity, and flexibility of thinking are rated higher with age.

The portrait of a student resorting to academic fraud, through the eyes of most students of the 11th grade, is a person, in most statistical values, characterized by low intelligence, average values of ingenuity, inability to think outside the box. However, there is a clear contradiction in the cognitive cluster. The personality shows high abilities when making decisions in a situation of uncertainty. For school students, the desire to be non-deceptive, to get out of it if necessary, to be ready for an unexpected situation ("I will come up with something to justify", "I will ride", "I will act according to the circumstances") is still leading.

The portrait of a student resorting to academic fraud, through the eyes of most students studying in the first year, is similar in all respects to the portrait presented by students of the 11th grade. Students of the 1st year also "deny" high intellectual development of students who resort to academic fraud. There is an undisguised disapproval of a rather unattractive type of cynical and deceitful personality. The perception of students resorting to academic fraud in the minds of the 2nd year is changing dramatically. A student who resorts to academic fraud is endowed with good intellectual abilities, this is a person who knows how to cope with any unusual situation.

Perhaps this is due to the personal experience of the students. The educational process is organized in the university in such a way that simple cheating is easily determined with the help of modern programs, for example, anti-plagiarism. And in order to raise the originality of the text, you have to resort to various manipulations, invent methods of bypassing programs. Efimova G. Z. and Kicherova M. N., when analyzing the causes of academic fraud, point to the lack of motivation for original works and applied research among students, which leads to plagiarism, falsification and other forms of academic dishonesty (Eremeva, 2018).

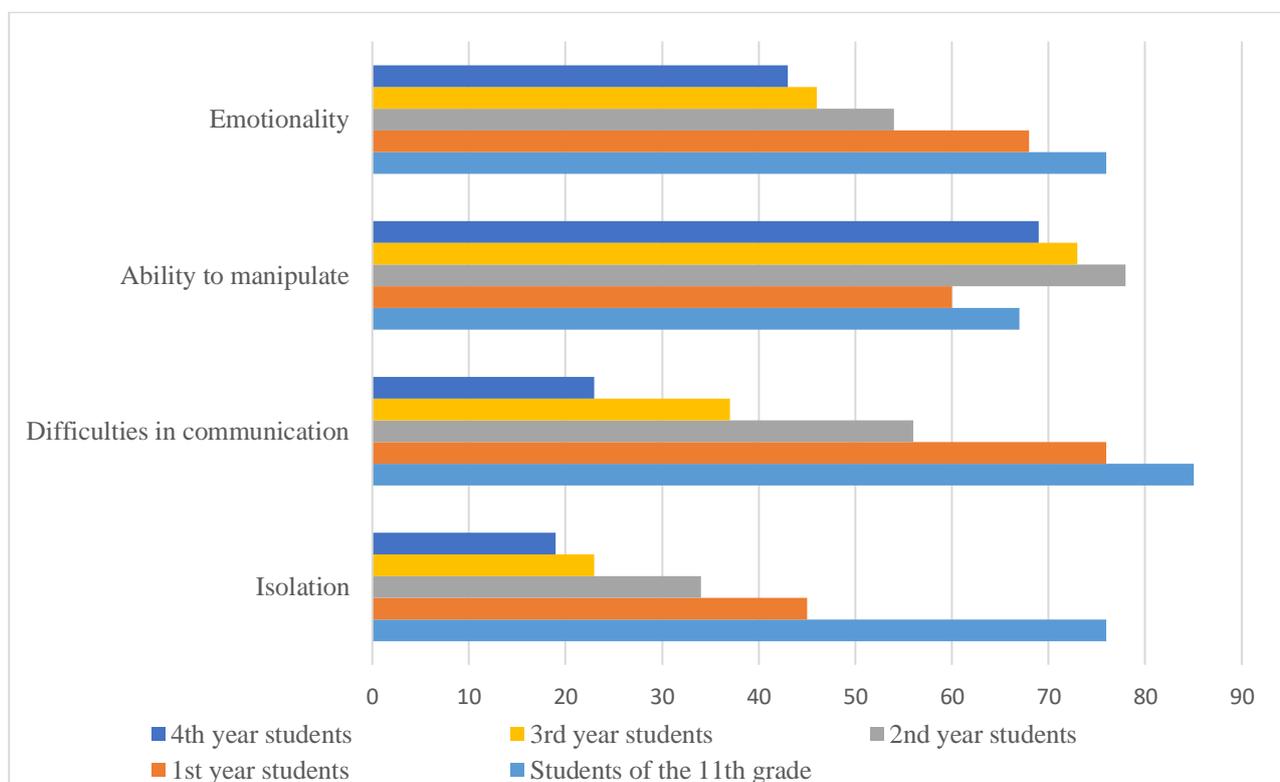


Figure 2. Emotional and volitional characteristics in the compared groups

Another characteristic difference of modern university education is project activity, which requires the student to have the knowledge, skills and abilities to achieve the project goal and complete the tasks set. However, this trend is sporadic and does not affect all educational programs.

Dremova O., Shmeleva E. in their study of the psychological and pedagogical determinants of academic fraud in students' research papers, they emphasize that students entering an educational institution, as a rule, are not ready for independent intellectual, thinking and analytical activities. Often, they do not have the skills to work with literature and correctly cite sources. It also raises the problem of "clip thinking" (Chirikov, Shmeleva, Loyalka, 2019; Eremeva, 2018).

In emotional terms, high school students have high emotionality, high ability to manipulate, but high isolation, unsociability is revealed. From Figure 2, we can see that such a quality as "ability to manipulate" was identified by all groups of respondents. I.e., a fraudster necessarily turns a communication partner into an object, a thing, a means of achieving his own benefit through manipulative influence. In the responses of students, we see a contradiction. On the one hand, they note "isolation" as a quality of a fraudster, and on the other hand, "emotionality", "difficulty in communication" and "ability to manipulate".

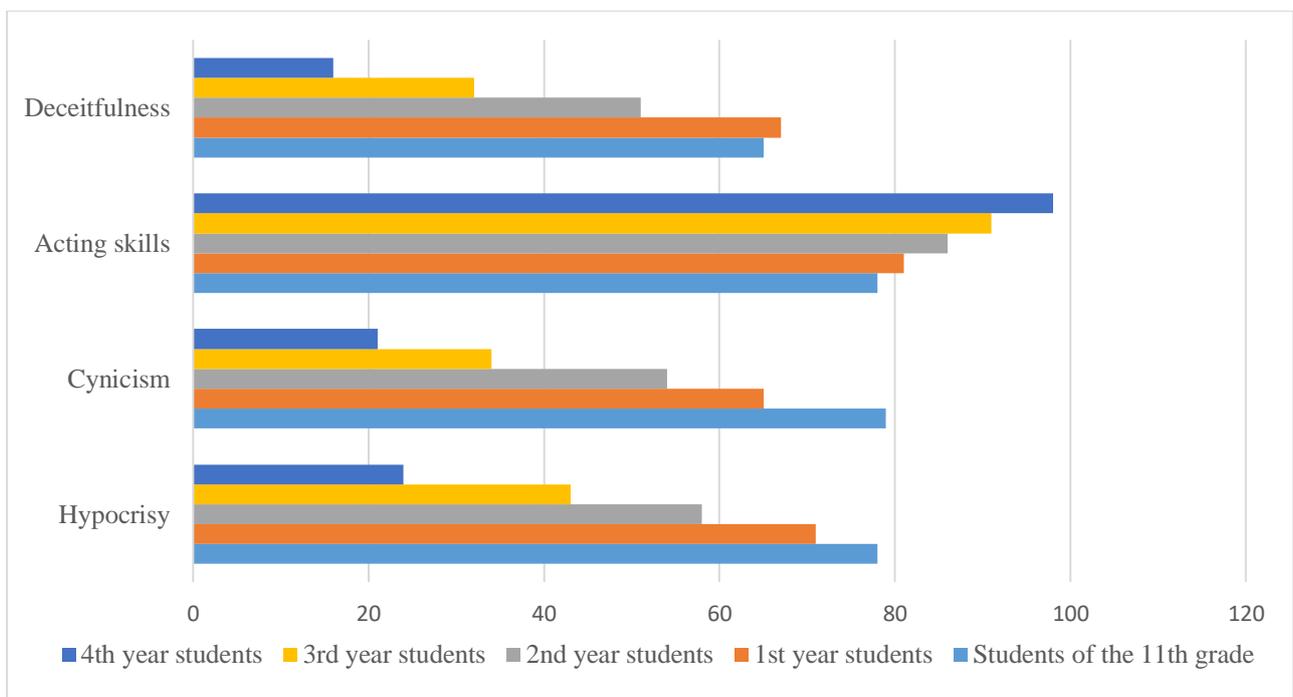


Figure 3. Behavioral characteristics in the compared groups

The behavioral patterns of 11th grade students are characterized by hypocrisy, cynicism, possession of manipulative techniques, and deceit.

Lying in the student environment, as we can see from the diagram, is not the leading characteristic of fraud. A comparative analysis of the results of student research in 2006 and 2010, conducted by experts in the field of academic fraud in America-Aushra A. (Aushra, 2006), D. McCabe, T. Feghali (McCabe, Feghali, Abdallah, 2008) shows that copying several sentences from the Internet when performing written tasks is the norm for 40.0% of students (out of 14,000 respondents). During this period, the number of those who believe that copying from the Internet is a "serious fraud" decreased from 34.0% at the beginning of the decade, to 29.0% in 2010 (Chirikov, Shmeleva, Loyalka, 2019)

Our results also confirm the self-justification among students: "this will not make anyone worse", "everyone does it", "I couldn't send you a job", "I didn't have time", the belief in the formality of the violated norms, the routine of such actions, etc.

An interesting fact is that among students, in particular senior courses, a very low percentage of those respondents who identified among the behavioral qualities of a fraudster "hypocrisy", "cynicism" and "deceitfulness" in contrast to schoolchildren (Freiburger et al., 2017).

It is noted that this is a more sociable person than a closed one, but able to hide their emotions, having the ability to any kind of manipulation. In the behavioral field, a positive personality is more likely than a negative one. Moderately hypocritical, moderately ready to lie (Eremeva, 2018).

We specify that the same students took part in the survey. But in the second year, there are clear changes in the views of students who resort to academic fraud. The characterization of a person who resorts to academic fraud is becoming more and more lenient, and the attitude towards this person is becoming more and more tolerant. The personality is characterized by high intelligence. The qualities of intelligence are manifested in flexibility, ingenuity, and the ability to be active in non-standard social situations. The emotional characteristic changes qualitatively. The emotional person becomes more and more secretive, less sociable, rather closed, and has high manipulative skills. The personality reveals the average values of cynicism, deceit, has good acting skills. 3rd-year students report very high intelligence in students who resort to academic fraud. These students are inventive,

creative, and unconventional. Rather, they are not inclined to emotional actions, but they are very good at manipulating techniques, very secretive, and are not open to communication. They have rather low values in the characteristics of deceit and hypocrisy. Behavioral characteristics deserve quite positive assessments.

Students studying in the 4th year note that students who resort to academic fraud are highly intelligent, inventive, and ready to make non-standard decisions. The personality is characterized by sufficient restraint, closeness, often experiencing problems with communication. Behavioral patterns are represented by rather low values of the qualities of hypocrisy, deceit, and cynicism.

To assess the reliability of the shift of values after a longitudinal study, we used the Friedman criterion in the SPSS program, which allows us to establish the level of statistical reliability of differences in several dimensions at once, and at the same time, not the absolute values of the shifts are ranked, but the individual measurement values themselves.

We assume that there are only random differences between the results obtained in the longitudinal study. The results of the calculation of the Friedman criterion are presented in Table 2.

Table 2. Results of the evaluation of the reliability of the shift of the values of the longitudinal study conducted using the Friedman criterion

| The indicator of the Friedmna criterion x2emp. | |
|--|--------|
| 1 Hypocrisy | 12,18 |
| 2 Cynicism | 12,12 |
| 3 High intelligence | 12,08 |
| 4 Ingenuity | 11,92 |
| 5 Isolation | 12,025 |
| 6 Communication difficulties | 12,23 |
| 7 Flexibility of thinking | 12,46 |
| 8 Readiness for unexpected situations | 6,89 |
| 9 Acting skills | 11,64 |
| 10 Ability to manipulate | 7,36 |
| 11 Deceitfulness | 12,09 |
| 12 Emotionality | 12,02 |

To determine the reliability of the shift of the results, we used a table of critical values depending on the level of significance of α and the degree of freedom, the value of which is $\chi^2_{cr.}$: $\chi^2_{cr.} = 7.815$ at $\alpha = 0.05$ and $\chi^2_{cr.} = 11.345$ at $\alpha = 0.01$.

The obtained empirical values of the Friedman criterion on the scales "readiness for unexpected situations" and "ability to manipulate" fell into the zone of insignificance. Therefore, with respect to these scales, a hypothesis is accepted about the similarity of ideas among students of 1-4 courses about the presence of these qualities in the portrait of a student who resorts to academic fraud. All other scales received differences according to the Friedman criterion, i.e., respondents assess the personality of a student who resorts to academic fraud to varying degrees. The orientation of such representations can be seen in Figures 1-3.

Longitudinal studies of the subjective perception of the personality of a student who is prone to academic fraud were accompanied by a study of the level of honesty, openness, and ability to manipulate students' interpersonal relationships. Next, we present the results of the study on the A. Bormatov questionnaire "Honesty".

The purpose of this study is to identify the level of honesty, openness of students, participants of the experiment.

The study of the phenomenon of honesty was also conducted as part of a longitudinal study in which 50 students participated.

The collection of empirical data was carried out sequentially for the training of these students in 1, 2, 4 courses. The diagram shows the results of the average values of the honesty phenomenon for the group in each course of study of students.

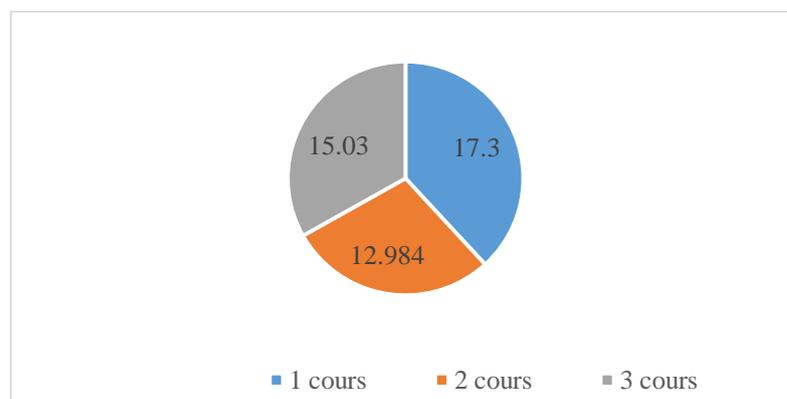


Figure 4. Results of the "Honesty" questionnaire»

Based on the results of the study, we came to the conclusion: 91% of students have average values of lie indicators according to the "Honesty" questionnaire. Such aggregated data indicate the threshold values of the level of honesty; some of the respondents are prone to lying. It is revealed that the majority of students like to embellish their achievements, their statements, and their lives. The share of probability that the interviewed students are prone to lying not only in everyday life, but also in educational activities is quite high. Only 8 % of students showed high values according to the results of the "Honesty" questionnaire, such results are interpreted as the absence of a tendency to lie. These respondents may occasionally embellish themselves or some facts related to their lives. But this happens within the normal range. It was found that only 1 % of the students surveyed have a low result on the "Honesty" questionnaire, which indicates a strong, pronounced tendency to lie

Next, we present the results of a study on the Machiavellianism Test (Mach-IV), which was developed by American psychologists Richard Christie and Florence Geis (Christie, Geis, 1970) (adapted by V. V. Znakov (2000)). This scale is presented in the "Questionnaire for identifying the severity of Machiavellianism". We, following the concept of Richard Christie and Florence Geis, considered Machiavellianism as a personal characteristic that reflects the subject's lack of faith in the fact that most people can be relied on, that most people are altruistic, independent, and have a strong will.

It was the Mac scale that allowed us to identify the tendency of a person to manipulate other people in interpersonal relationships. Such a research line was planned by us to understand the portrait of the personality of students who are tolerant of the phenomenon of academic fraud.

At this stage, 75 respondents, 37 girls, 38 boys took part. All respondents were first -, second -, and fourth-year students of Orenburg universities. Age limits from 17 to 21 years. We present the following results. 22 (29%) of respondents revealed a low level of Machiavellianism, which characterizes them as open, sincere individuals who do not know how and do not want to manipulate other people. 45 (60%) of the respondents have an average level of Machiavellianism. Such indicators indicate the presence of sincerity and a desire to manipulate others, but due to their openness, they do not allow this action. A lower number of students, only 8 (11%) of the respondents, can be attributed to a high level of Machiavellianism. This result characterizes the respondents as people with the highest

degree of manipulation skills. Such people are able and often resort to manipulation as a way to achieve their goals.

Conclusions

1. A review of cultural, sociological and psychological studies has allowed us to identify the phenomenon of academic fraud among students as one of the reasons for the decline in the quality of higher education. The scale of this phenomenon is so great that it requires a scientific understanding of its causes and factors. The authors propose to resort to longitudinal studies of subjective ideas about the personality of a student who resorts to academic fraud. A point study of the psychological portrait of the personality of a student who resorts to academic fraud is presented.

2. To understand the personality of a student who resorts to academic fraud or translates tolerance to this phenomenon, we selected the following targets: subjective ideas about cognitive characteristics, emotional manifestations, behavioral patterns of a person who resorts to academic thinking, as well as the level of honesty and the level of Machiavellianism.

3. Subjective representations of the cognitive characteristics of a cheating student differ from different groups of respondents. Students of the 11th grade note that such students have low intelligence, average values of ingenuity, inability to think outside the box. High intelligence, ingenuity, flexibility of thinking by students of the 2nd, 3rd and 4th courses is rated much higher.

4. Students of the 11th grade note the isolation and difficulty of communication by the presenters in the portrait of a student who resorts to academic fraud. In the subjective view of students, the qualitative emotional assessment of students who resort to academic fraud is changing. It is noted that these students are rather not inclined to emotional actions, but they are very good at manipulating techniques, very secretive, not open to communication.

5. Students of the 11th grade note hypocrisy, cynicism, deceit as the main behavioral patterns of a student's personality who resorts to academic fraud. The characterization of a person who resorts to academic fraud, in the views of fellow students, is becoming more and more lenient; the attitude towards this person is becoming more and more tolerant. The assessment of behavioral manifestations becomes even more tolerant. Respondents of the 4th

year note rather low values in the characteristics of falsehood, hypocrisy among students who resort to academic fraud, refuse to condemn the behavior of these students.

6. The empirical values according to the Friedman criterion on the scales "readiness for unexpected situations" and "ability to manipulate" fell into the zone of insignificance, which indicates that there is a similarity of ideas among students of 1-4 courses in the portrait of a student who resorts to academic fraud. All other scales received significant differences according to the Friedman criterion. We assume that the more tolerant attitudes towards the phenomenon of academic fraud and the characteristics of a person who resorts to fraud are explained by the subjective experience of our respondents.

7. We found that only 8 % of students have high values according to the results of the "Honesty" questionnaire, such results are interpreted as the absence of a tendency to lie; In the majority(91%) of students resort to lying quite often, more than 90% demonstrate tolerance to the manifestation of lies in their comrades. Only 1 % of the surveyed students have a low result on the "Honesty" questionnaire, which indicates a strong, pronounced tendency to lie

8. 29% of respondents have a low level of Machiavellianism, which characterizes them as open, sincere personalities who do not know how and do not want to manipulate other people. It was revealed that 11% of students have high indicators in terms of the severity of machiavellism, which indicates the skillful use of manipulative techniques in the process of interpersonal interaction. This group of students is characterized by detachment and coldness towards people, lack of inclination to maintain friendly and social contacts selflessly.

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