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Abstract

The present study aimed to identify the level of commitment to integrity and academic with students Undergraduate and Graduate students in some Saudi universities (King Abdul Aziz University / and .Umm Al Qura University / Taibah University) to reveal the nature of the relationship between academic integrity and all of the moral responsibility and achievement .and self-efficiency academic and cognitive , and learning strategies, motivation in addition to determining , testing and GPA concern how different level of commitment to integrity and academic according to the variation of both and the .undergraduate (BA / Diploma / Masters) .the study also .university to which they belong aimed to detect for the best predictors of academic integrity by knowing the independent variables under study. The study sample included 357 male and female students who are studying undergraduate and study results indicated: Rising .and postgraduate violation of academic integrity standards indicators and to the .in general and on the six sub-dimensions lack of statistically significant differences in commitment to academic integrity standards among students stage level university and above the and to .university due to the University of difference the presence of a statistically significant difference between the students and the students undergraduate and above the university on five sub-dimensions of in addition to a .academic integrity standards statistically significant difference on the total score of the questionnaire is due to the difference in and to the presence of correlation .undergraduate between academic integrity and all of the moral and cognitive .responsibility and self-efficacy testing and learning strategies for anxiety and as well as it can .achievement motivation and GPA be interpreted approximately (56.5%) of the variance on the integrity variable Academy with .students undergraduate and above the university and it knowledge of moral responsibility towards and learning strategies and achievement .learning motivation and self-efficiency except cognitive test anxiety and GPA.

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