

Thoughts on Promoting the Construction of Academic Integrity of University Postgraduates in China from the Perspective of Psychology and Philosophy

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Abstract: This paper researched what the academic integrity of university postgraduates was, why university postgraduates should adhere to academic integrity, the philosophical and psychological interpretation of academic dishonesty of university postgraduates, how to promote the construction of academic integrity of university postgraduates in China. Specifically, the academic integrity of university postgraduates could be understood as follows. The first was to be honest with oneself to build self-confidence. The second was to treat others in academic circles honestly to establish the reputation in academic circles. Then, the reasons why university postgraduates should adhere to academic integrity were as follows. Academic integrity could promote university postgraduates' self-development and social progress. From the perspective of psychology, the phenomenon of academic dishonesty of university postgraduates was mainly due to their personality characteristics, social acquisition and frustration response. From the perspective of philosophy, the personality characteristics and bad mentality of some university postgraduates were the internal causes. Meanwhile, the external factors were the academic research system wasn't perfect and the academic ecology wasn't healthy enough. To promote the construction of academic integrity of university postgraduates in China, it is necessary to build a disciplinary system for academic dishonesty and strengthen the educational mechanism of academic integrity.

1. Introduction

Recently, due to its exposure through different kinds of mass media, the academic integrity of university postgraduates has become a hot issue in China. Concerning this, this paper researched and discussed the academic integrity of postgraduates in universities. Specifically, from the perspective of psychology and philosophy, this paper mainly researched what the academic integrity of university postgraduates was, why university postgraduates should pay attention to academic integrity, the philosophical and psychological interpretation of the phenomenon of academic dishonesty, and how to promote the construction of academic integrity of university

postgraduates in China, so as to promote the construction of academic integrity of university postgraduates in China.

2. What Was the Academic Integrity of University Postgraduates

Integrity could be understood from both internal and external aspects. First, treating oneself sincerely to build self-confidence. Second, treating others with sincerity to establish credibility. By analogy, the academic integrity of university postgraduates could be understood from both internal and external aspects. First, to be honest with oneself in order to build self-confidence. Just like the proverb on the temple of Delphi in ancient Greece or the famous saying of the ancient Greek philosopher Socrates: “know yourself”. Specifically, only when we faced ourselves honestly, could we objectively, comprehensively and accurately understand our advantages and disadvantages in academic research, find out our direction and goal of action, and then build self-confidence on the basis of correct self-cognition; The second was to abide by academic integrity and treat others in academic circles honestly, so as to establish the reputation in academic circles, that was, to obtain the trust and recognition of others in academic circles.

3. Why Should University Postgraduates Adhere to Academic Integrity

The issue of why university postgraduates should adhere to academic integrity could be understood from the following two aspects.

3.1. For the University Postgraduates, Academic Integrity Could Achieve Self-Development

The doctrine of the mean said: dishonesty had nothing [1]. The main meaning of this sentence was that if you were dishonest, there would be no things. Similarly, for university postgraduates’ academic research, if they were dishonest, they wouldn’t achieve real academic research results. This problem could be understood from the following two aspects. First, if postgraduates didn’t pay attention to integrity, they wouldn’t be able to fully, objectively and accurately understand their advantages and disadvantages in academic research, and then it would be difficult to found out the direction and action objectives in academic research, Furthermore, it was difficult to take practical and effective actions to obtain their own academic and scientific research achievements. Second, for others, if university postgraduates wasn’t honest and treat others dishonestly in the academic community , they wouldn’t be able to establish their reputation in the academic community, win the trust and recognition of others in the academic community, and then it would be difficult for them to obtain the support and help of others in the academic community, so it would be difficult for them to develop and maintain their living space in the academic community, then it would be unable for them to survive and develop in academia. In short, only by adhering to academic integrity could we achieve self-development.

3.2. For the Society, Academic Integrity Could Promote Social Progress

As far as the whole society was concerned, the development of society was inseparable from the promotion of science and technology. Science and technology were the primary productive force, which played a great role in promoting the development of society, and the development of science and technology were inseparable from innovation and talents. To promote scientific and technological innovation, it is necessary to also leave the innovation of basic scientific theory. To promote the innovation of basic scientific theory, we must vigorously carry forward academic integrity and create a good academic ecology, so as to encourage scientific researchers to constantly

innovate basic scientific theory. If the academic ecology of the whole society was damaged and academic integrity wasn't strictly observed by scientific researchers, the innovation of basic scientific theory wouldn't be carried out effectively, and then the innovation of science and technology would be difficult to carry out continuously and healthily, and the development of the whole society would lose the important driving force of science and technology. In addition, to promote scientific and technological innovation, it was also necessary to get the support of talents. For scientific and technological innovation, only talents who has truly been abiding by academic integrity could effectively promote the sustainable development of scientific and technological innovation. Therefore, in order to promote the sustainable development of scientific and technological innovation, it was necessary to continuously cultivate talents who has truly been abiding by academic integrity. In short, only by scrupulously abiding by academic integrity could we effectively promote the continuous progress of society.

4. Philosophical and Psychological Explanation of Why the Phenomenon of Academic Dishonesty of University Postgraduates Arose

4.1. Psychological Explanation of Why Academic Dishonesty Occurred

From the perspective of psychology, the phenomenon of academic dishonesty of university postgraduates was mainly due to their personality characteristics, social acquisition and frustration response. Specifically, from the perspective of personality characteristics, extroverted personality was more likely to lead to academic dishonesty. From the perspective of social acquisition, some university postgraduates might imitate others' academic dishonesty if they found that others' academic dishonesty brings benefits without punishment. From the perspective of frustration response, when some university postgraduates think they lose some benefits and opportunities due to the insufficient number of academic papers published, they may make some academic dishonesty.

4.2. Philosophical Interpretation of Why Academic Dishonesty Occurred

From the perspective of philosophy, the phenomenon of academic dishonesty could be explained from two dimensions, which were internal and external causes. First of all, from the perspective of internal causes, the personality characteristics and bad mentality of some university postgraduates were the main reasons and basis for academic dishonesty. From the perspective of external factors, it was because the academic research system wasn't perfect, in addition, the academic ecology wasn't healthy enough. It was under the combined action of internal and external factors that students' dishonesty would occur.

5. How to Promote the Construction of Academic Integrity of University Postgraduates in China

Generally speaking, to promote the construction of academic integrity of university postgraduates in China, we could start from system and education. As early as the period of pre-Qin Dynasty in Chinese history, Confucius put forward the ideological viewpoint of "governing by virtue". He pointed out that managing the people by the government decrees, punishing the people to restrict their behavior could only temporarily avoid their crimes, but they didn't think crimes were shameful. Using morality to educate the people and etiquette to restrain them, there would be the feelings of shame and dignity [2]. That was to say, using government decrees to manage the people and punishments to restrict their behavior could only temporarily avoid their crimes, but they didn't think crimes were shameful. However, if using morality to educate the people and

etiquette to restrain them, they wouldn't only be ashamed of their crimes, but also reflect and correct their mistakes. In other words, ruling the people by means of decrees and penalties could only punish and stop the crime afterwards. Even if the crime could be prevented from continuing for a while, the people weren't ashamed of the sin of such events, and such criminal events were still possible to break out again. If using the combination of courtesy and morality and government decrees and punishments, the government could prevent crimes in advance and guide them not to think and not to want to commit crimes, and the people would naturally obey [3]. In short, in Confucius' view, "governing with morality" or the use of rites, moralization and government decrees and penalties was an important guarantee for the long-term stability of the country.

To some extent, Confucius' thought of "serving politics with morality" is also suitable for promoting the construction of academic integrity of university postgraduates in recent China. Referring to the internal logic and general idea of Confucius' thought, in the process of promoting the construction of academic integrity of university postgraduates in China, it is necessary to coordinate and promote the work in the following two aspects.

5.1. It Is Necessary to Build a Disciplinary System for Academic Dishonesty

On one hand, it is necessary to build a disciplinary system for academic dishonesty. Specifically, the national and local education administrative departments and universities should formulate corresponding disciplinary systems for academic dishonesty according to their own responsibilities and authorities and their respective jurisdictions and authorities [4], so that the perpetrators of academic dishonesty would be severely punished and dealt with, and record the academic dishonesty, punishment and treatment into the perpetrator's personal file, accompanied by the whole process of his study, work and life since he was punished [5]. At the same time, we could explore the establishment of a national unified electronic archives system for academic dishonesty, and store the specific behavior of academic dishonesty and relevant disciplinary records for a long time, so as to provide query and reference for relevant units, especially those engaged in academic and scientific research work [6].

5.2. It Is Necessary to Strengthen the Educational Mechanism of Academic Integrity

On the other hand, it is necessary to strengthen the educational mechanism of academic integrity. This work could be promoted from two links as follow. First, it is necessary to strengthen the moral education of academic integrity. Specifically, universities should educate and guide their postgraduates to consciously abide by academic integrity, make them build a strong ideological defense line, and consciously prevent and resist academic dishonesty [7]. In particular, it is necessary to strengthen the education of postgraduates' academic values in the moral education of academic integrity. Specifically, universities should educate and guide their postgraduates to consciously establish correct academic values, take academic as their own work, and carry out academic research work in a down-to-earth and pure manner. As the German thinker Max Weber pointed out, if a scientist really wants to seek an attitude for his occupation, what kind of personal attitude would it be? He insisted that he was "science for science", not just for others to achieve commercial or technical success, or just for them to eat better, dress better, be more open-minded and be better at governing themselves [8]. It could be seen that in Max Weber's view, scientists engaged in scientific research should establish a pure professional value orientation, that was, adhere to "science for science". By analogy, university postgraduates engaged in academic research should also establish a pure value orientation of academic research, adhere to "academic research for academic research", and be truly qualified postgraduates. Therefore, universities should also educate and guide their postgraduates to consciously establish correct academic values, establish a

pure value orientation of academic research, adhere to “academic research for academic research”, and take academic research as their own work. In addition, when talking about the “external environment of academic career”, Max Weber pointed out that academic career was a reckless gamble. If a young scholar asked for the advice of a lecturer and encourages him, it would almost lead to unbearable responsibility. You should ask everyone with conscience: could you bear to watch those mediocre people climb over you year after year without resentment or frustration? Of course, every time they would go back and say, “Naturally, I only live for my duty” [9]. Therefore, Weber also expressed his understanding and opinion on engaging in academic research, that was, academic research was a career with great uncertainty and high risk. Therefore, for those who intended to engage in academic and scientific research work, a sense of mission and responsibility with learning as their bounden duty was very important. Similarly, for university postgraduates, they were also a special group engaged in academic and scientific research. It was also very necessary and important to establish and maintain a sense of mission and responsibility with academic as their bounden duty during the semester. Only in this way could we consciously abide by academic integrity and be a qualified and worthy postgraduate. Therefore, universities should also educate and guide their postgraduates to consciously establish a sense of mission and responsibility with academic as their bounden duty, and then carry out academic research with a high sense of responsibility and mission. Second, it is necessary to strengthen the institutional education of academic integrity. Specifically, first, universities should strengthen the education of academic punishment mechanism for their postgraduates. Through the education of academic punishment mechanism, let them understand the factual standards for various specific acts of academic dishonesty, as well as the corresponding punishment and treatment provisions, so as to make them realize the serious consequences and huge costs of academic dishonesty, so as to always maintain their awe and respect for academic norms and abide by academic integrity, not to break through the bottom line of academic integrity and not to touch the “high-voltage line” of academic disciplinary mechanism. Second, universities should strengthen the academic standard education of their postgraduates. Through the education of academic norms, we could understand the specific content and connotation of existing academic norms, warn them not to make academic misconduct mistakes, and prevent them from making misconduct without understanding academic norms [10]. At the same time, academic norm education could also promote them to improve their awareness and consciousness of abiding by academic norms, so that they could exercise strict self-discipline in the process of academic research work and don't take the initiative to commit academic dishonesty.

6. Conclusion

In summary, from the perspective of psychology and philosophy, this paper researched what the academic integrity of university postgraduates was, why university postgraduates should adhere to academic integrity, the philosophical and psychological interpretation of the phenomenon of academic dishonesty, and how to promote the construction of academic integrity of university postgraduates in China. Specifically, the academic integrity of university postgraduates could be understood as follows. First, to be honest with oneself in order to build self-confidence. The second was to abide by academic integrity and treat others in academic circles honestly to establish their own reputation in academic circles. Then, the issue of why university postgraduates should adhere to academic integrity could be understood from the following two aspects. For the university postgraduates, academic integrity could achieve self-development. For the society, academic integrity could promote social progress. From the perspective of psychology, the phenomenon of academic dishonesty of university postgraduates was mainly due to their personality characteristics, social acquisition and frustration response. From the perspective of philosophy, the phenomenon of

academic dishonesty could be explained from two dimensions, which were internal and external causes. First, from the perspective of internal causes, the personality characteristics and bad mentality of some university postgraduates were the main reasons. From the perspective of external factors, it was because the academic research system wasn't perfect, in addition, the academic ecology wasn't healthy enough. Finally, to promote the construction of academic integrity of university postgraduates in China, we could start from two aspects, which were system and education. On one hand, it is necessary to build a disciplinary system for academic dishonesty. On the other hand, it is necessary to strengthen the educational mechanism of academic integrity.

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