

Academic Cheating and Personality Traits: An Interactive Psychological Approach in the Digital Age

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Abstract

The present study aimed to investigate the extent to which personality traits, as conceptualized by the Big Five model (Neuroticism, Extraversion, Openness to Experience, Agreeableness, and Conscientiousness), contribute to predicting academic cheating behavior. Our systematic review of the literature revealed a significant relationship between these traits and cheating tendencies, observable when the features of each factor rise or fall. Recent research (2023-2026) has added an important interactive dimension, demonstrating that the relationship between personality and cheating is not deterministic but is mediated by variables such as "moral disengagement," "academic pressure," "academic burnout," and "peer norms," in addition to technological transformations that have generated new forms of digital cheating and AI-assisted cheating. The significance of this study lies in providing a comprehensive theoretical and applied framework that researchers and educators can utilize to understand the psychological mechanisms underlying academic cheating and to design customized preventive programs that account for individual differences in personality traits.

Keywords: Personality traits, Big Five factors, Academic cheating, Moral disengagement, Artificial Intelligence, Dark Tetrad.

Introduction

The use of "traits" to describe individual differences among people emerged alongside early efforts to classify and distinguish individuals. Researchers trace the concept of trait—as the fundamental unit of personality—to the beginnings of psychology's interest in personality as a prominent and important field. Over the past few decades, the Big Five model has emerged as one of the most dominant personality frameworks. This model has been widely used to predict both occupational and academic performance. Despite the consensus regarding the importance of these five traits or factors, only a limited number of studies have demonstrated the relationship between them and academic cheating behavior.

It is noteworthy that recent research (2023-2026) has witnessed a qualitative shift in this field, moving from a simple linear perspective (Personality $\leftarrow$ Cheating) to complex interactive models that consider the environmental context (academic pressure), cognitive mechanisms (moral disengagement), and technological transformations (digital cheating and artificial intelligence). This necessitates a re-reading of the relationship between personality and cheating in light of these emerging findings (Hidalgo-Fuentes et al., 2024; Greitemeyer & Kastenmüller, 2024).

Problem Statement

Since the emergence of psychology, several theories have attempted to classify individuals into patterns or personality traits to facilitate their study and categorization, despite individual differences

among them. Each theory has taken a different approach to classification. Within the field of personality psychology, a theory emerged that sought to benefit from various perspectives in personality psychology, resulting in a nearly comprehensive framework known as the "Big Five Factors Personality", which includes five fundamental factors: Neuroticism, Extraversion, Openness to Experience, Agreeableness, and Conscientiousness (Al-Dhahabi & Al-Salmani, 2016, p. 100). The importance of the Big Five model lies in its remarkable ability to predict human behavior in general and its outcomes; multiple studies have demonstrated significant correlations between personality nature and its traits with various types of adaptive and maladaptive behavior (Mustafa & Bato, p. 4). Indeed, Bartheleme's study (2005) concluded that most human behavior can be explained through these five factors (Al-Dhahabi & Al-Salmani, 2016, p. 101).

Within this comprehensive theoretical framework, academic cheating emerges as a complex, multi-dimensional behavioral problem influenced by various factors, ranging from social, educational, and pedagogical factors to those related to family upbringing, and self-related factors concerning students themselves, such as fear and anxiety about examinations and the desire to succeed without exerting effort. This phenomenon can appear in primary stages and continue beyond. The forms of this behavior vary, and Al-Sabaaoui's study (2007) found that students practice cheating through twenty-two different methods, including: using paper slips, looking at walls and copying from them, copying from books, exchanging papers with classmates, using programmable calculators, talking to classmates, and writing the first letters of certain words, among others (Al-Sabaaoui, 2007, p. 272). However, what was previously known as traditional cheating has undergone radical transformations with the advent of the digital age. Currently, with the availability of search engines on the internet, it has become remarkably easy for students to transfer and consume ready-made information and research without exerting minimal effort. Moreover, the phenomenon has gone beyond that to take new forms that did not exist before, such as:

Contract Cheating: Where the student delegates a third party to complete their academic tasks in exchange for financial payments.

AI-Assisted Cheating: Using tools like ChatGPT and Gemini to write research and solve assignments.

Digital Plagiarism: Copying and pasting content from electronic sources without citation.

Digital Collusion: Through WhatsApp and Telegram groups during examinations.

The alarming aspect is that academic cheating has troubled educational researchers and those in charge of the educational process at all levels, considering it an uneducational behavior that has disrupted the entire process, particularly assessment. Giluk and Postlewaite (2015) mentioned that in a recent survey of over 20,000 high school students in America, 51% admitted to cheating in exams, 74% admitted to copying other students' assignments, and 32% copied documents from the internet during a single semester.

The severity of this phenomenon is escalating in the contemporary era. Recent statistics (2024-2026) indicate a concerning increase in digital cheating forms, with a recent study reporting that more than 68% of university students admitted to using generative AI tools to complete academic tasks in ways that contradict scientific integrity rules (Greitemeyer & Kastenmüller, 2024). Furthermore, Perkins (2023) revealed that the COVID-19 pandemic and the subsequent forced shift to distance learning constituted an "environmental shock" that redefined concepts of academic integrity for an entire generation of students, making behaviors previously considered "cheating" now viewed by some as

"legitimate knowledge sharing," raising new questions about the role of personality traits in this emerging behavior.

Despite the abundance of studies addressing the relationship between personality and cheating, the scientific literature still suffers from three fundamental knowledge gaps that warrant attention:

Methodological Gap: Most previous studies relied on simple linear models (Personality Trait - Cheating Behavior), ignoring the complex interactions between personality traits and environmental and cognitive variables. While Giluk and Postlewaite (2015) found strong correlations between neuroticism and cheating, another study (Krou et al., 2020) showed that this relationship weakens significantly when controlling for variables such as academic pressure and peer norms.

Contextual Gap: Very few studies have addressed this relationship in the contemporary digital context, where cheating dynamics change radically when students can cheat without being detected, or when cheating transforms from "individual behavior" to "digital collective behavior."

Interpretive Gap: Previous studies have not explained the mediating psychological mechanisms linking personality traits to cheating, such as:

Moral Disengagement: How does the student justify their behavior?

Academic Burnout: How is the student psychologically depleted, leading them to cheat?

Peer Norms: How does social pressure shape the decision to cheat?

Dark Tetrad: What is the role of "dark" personality traits in repeated cheating?

From here, it becomes clear that the traditional linear model is no longer sufficient to explain the phenomenon of cheating in our current era. Instead, we need a multi-dimensional interactive model that considers:

Personal Dimension: The individual's personality traits (Big Five).

Environmental Dimension: Academic pressures, peer norms, and institutional environment.

Cognitive-Ethical Dimension: Mechanisms of moral disengagement, cognitive flexibility, and self-regulation.

Technological Dimension: Availability of AI tools, ease of access to information, and digital surveillance systems.

Given that the Big Five personality model has been described by researchers as comprehensive and original, it seemed feasible to use it to interpret the personalities of students who practice academic cheating according to each trait, within an interactive framework that considers contemporary digital and cognitive transformations. From this perspective, our study's problem crystallizes in the following main question:

What are the interactive psychological interpretations of academic cheating behavior based on the Big Five personality model in light of contemporary digital and cognitive transformations?

The following sub-questions branch from this main question:

How does each trait of the Big Five contribute to predicting academic cheating behavior, whether traditional or digital?

What are the mediating psychological mechanisms (moral disengagement, academic burnout, peer norms) that explain the relationship between personality traits and cheating?

How do personality traits interact with the environmental context (academic pressure) and technological context (artificial intelligence) to produce new forms of cheating?

What practical recommendations can be derived from this interactive model to reduce the phenomenon of cheating in Arab educational institutions?

Answering these questions will not only contribute to enriching theoretical literature but will also open new horizons for designing customized preventive programs that account for individual differences in personality traits and help educators and decision-makers build academic environments that support integrity in the era of digital challenges.

Significance of the Study

1 - Theoretical Aspect: This study presents distinguished literature provided by scientific studies and research that addressed the relationship between personality traits, specifically the Big Five model, and academic cheating behavior, enriching this literature with contemporary psychological concepts such as moral disengagement and the Dark Tetrad, thereby contributing to filling the interpretive gap suffered by previous literature.

2 - Practical Aspect: The study attempts to identify the extent of correlation between the Big Five personality factors and academic cheating behavior to direct researchers' attention to the necessity of conducting more studies on this topic, which may help specialists in this field pay attention to such causes and factors related to this serious behavioral problem, especially in light of digital transformations and increasing academic pressures, and assist in designing customized preventive intervention programs.

Study Objectives

This study seeks to achieve a set of objectives branching from its main problem:

Verify the extent to which each trait of the Big Five personality factors contributes to predicting academic cheating behavior, whether in its traditional or digital form.

Reveal the mediating psychological mechanisms (moral disengagement, academic burnout, peer norms, Dark Tetrad) that explain the relationship between personality traits and cheating.

Analyze the interaction between personality traits and both environmental (academic pressure) and technological (artificial intelligence) contexts in producing new forms of cheating.

Provide an integrated interactive theoretical framework that researchers and educators can benefit from in understanding the phenomenon and designing preventive programs.

Extract practical recommendations applicable in Arab educational institutions to reduce the phenomenon of cheating.

Study Methodology

The current study adopted the descriptive-analytical approach, which is most appropriate for theoretical studies and systematic reviews, as it allows describing the phenomenon and analyzing its various dimensions in light of the available theoretical framework. Data were collected through a systematic literature review of previous and recent theoretical and applied studies (2010-2026) published in accredited scientific databases (Scopus, Web of Science, APA PsycNet, and accredited Arab journals), focusing on studies that addressed the relationship between the Big Five personality model and academic cheating behavior, and studies that dealt with mediating psychological mechanisms (moral disengagement, academic burnout, peer norms, Dark Tetrad).

Operational Definitions

Personality

A set of relatively organized dynamic traits within the individual that allow us to predict their behavior in a specific situation and under specific conditions (Hidalgo-Fuentes et al., 2024). It constitutes a distinctive pattern of thinking, feeling, and behavior that distinguishes the individual from others (Jones et al., 2026).

Trait

A relatively permanent and stable characteristic in the individual, through which we can distinguish one person from another, representing the basic unit of personality structure that interacts with environmental situations to produce observable behavior (Sánchez-García, 2026).

The Big Five Factors Personality

Five fundamental factors of human personality agreed upon by many personality theorists: Neuroticism, Extraversion, Openness to Experience, Agreeableness, and Conscientiousness (Giluk & Postlewaite, 2015). These factors represent the most accepted and used framework in contemporary personality psychology to describe the structure of human personality (Krou et al., 2020).

Academic Cheating

A behavior expressing the phenomenon of academic integrity violation, performed by the student to falsify assessment results by relying on illegitimate means without depending on themselves, their cognitive abilities, or information acquired through the educational process (Perkins, 2023). In its contemporary form, it includes new forms such as contract cheating and AI-assisted cheating (Greitemeyer & Kastenmüller, 2024).

Moral Disengagement

A psychological mechanism formulated by Bandura (1999) that allows the individual to deactivate their internal moral standards to justify unethical behaviors (such as cheating) and alleviate feelings of guilt, through mechanisms such as: moral redefinition, obscuring consequences, and blaming the victim (Sánchez-García, 2026).

Contract Cheating

A new form of academic cheating where the student delegates a third party (human or AI) to complete their academic tasks in exchange for financial payments or services, then presents them as their own production (Perkins, 2023).

Generative AI

Advanced computer systems (such as ChatGPT and Gemini) capable of generating texts, codes, and academic solutions based on user inputs, enabling new forms of digital cheating (Greitemeyer & Kastenmüller, 2024).

To answer our study's question, we reviewed the available theoretical literature to provide a comprehensive interpretation of how academic cheating behavior relates to personality traits according to the Big Five model:

1- Neuroticism

Neuroticism is one of the factors that emerged with early personality studies and was agreed upon by many factorial studies (Hisham Habib Al-Husseini Muhammad, 2012, p. 169). Neuroticism is the opposite of emotional stability, and this factor reflects that individuals tend greatly toward emotional instability, dissatisfaction, and difficulty adapting to life's demands. It is also associated with anxiety, embarrassment, guilt, pessimism, sadness, and low self-esteem. Neuroticism is negatively correlated with life satisfaction and positively with self-reported stress; neurotic individuals are less able to deal

with stressful pressures at home and work, and they have less control over their impulses (Nidal Abdul Latif Al-Shamali, 2015, p. 41).

Neuroticism is a personality trait describing individuals with non-constructive emotions, so it is not surprising to find in research literature its association with organizational deviance, which negatively affects the tendency to engage in unethical academic behaviors such as cheating (Casimir et al., 2014, p. 113). For example, Campbell (1933) found that neurotic individuals were more likely to practice cheating in exams and engage in its behaviors, such as using pre-prepared notes from textbooks or exchanging answers with other students. They are likely to view difficult tasks and exams not as challenges but as threats, and unfortunately, the coping strategies they prefer may provide temporary escape from stress but are not effective in the long term. Carver and Connor-Smith (2010) noted that the longer an individual avoids a problem, the more intractable it becomes, and they will find very little time to solve and deal with it when they decide to do so. In fact, previous factorial research has shown that neurotic individuals are more prone to procrastination, and thus may not have enough time to properly prepare and complete tasks or pass exams successfully. Under pressure, they may view cheating as an alternative path, especially since they are more concerned with performance than learning. Neuroticism is the trait most oriented toward performance goals to obtain positive evaluation and avoid negative evaluation of their performance (Giluk & Postlewaite, 2015, p. 60). Consistent with this theoretical basis, many studies such as Clark (2011), Nguyen & Biderman (2013), and Stone, Jawahar & Kisanore (2010) have mentioned a positive relationship between neuroticism and academic dishonesty.

Conversely, emotional stability (the opposite of neuroticism) reflects students' enhanced sense of self-efficacy and security, which in turn allows them to be more relaxed and less prone to tension in stressful conditions like tests, and thus these students are less inclined toward cheating behavior (Casimir et al., 2014, p. 113).

Confirming these results, recent studies (2023-2026) have added an important interactive dimension, where Hidalgo-Fuentes et al. (2024) showed that neuroticism is not only directly associated with cheating but interacts with "academic pressure" to produce cheating behavior; students high in neuroticism perceive the academic environment as more threatening, driving them to use cheating as a maladaptive coping strategy when pressure increases. Castro Mego (2026) also confirmed that neuroticism is associated with "academic burnout," which is one of the strongest predictors of academic cheating.

2- Extraversion

This includes preference for social situations and dealing with them, independence, and mental openness. High scores indicate that highly extraverted individuals are active and seek groups, while low scores indicate introversion, quietness, and reserve. The distinguishing features of these individuals are warmth, social affection, assertiveness, activity, sensation seeking, and positive emotions (Majdoub Ahmed, 2015, p. 10). Eysenck indicated that extraverts are more easily aroused by events and are faster in learning social inhibition than introverts. As a result, introverts are more exposed to inhibition and restraint. Moreover, there is evidence suggesting that introverts are more affected by punishment when learning, while extraverts are more affected by rewards (Lawrence Pervin, 2010, p. 105).

The conception of extraversion was early, like neuroticism, appearing before the emergence of the Big Five factors, and thus has a history of investigation and research regarding academic dishonesty. The sensation-seeking aspect of extraversion provides the strongest logical basis for linking this trait to academic cheating. De Bruin and Rednik (2006) found that extraversion is closely associated with academic dishonesty, particularly through one of its aspects—the sensation-seeking facet—and there are possible explanations for this relationship. In fact, sensation seeking is associated with risk behaviors, and academic cheating falls within them (Dan Florin Stanescu, Elena Madalina, p. 133). In a related context, recent research has added a collective dimension to cheating, where Yin (2024) showed that extraverts—due to their tendency for social interaction—are more influenced by "peer norms" toward cheating; if the peer environment tolerates cheating or considers it acceptable behavior, the extravert is more likely to practice collective cheating (collusion) compared to the introvert. A recent study also linked extraversion to "digital sensation seeking" as a factor driving the use of electronic cheating applications (Abdulghani, 2026).

3- Openness to Experience:

This involves persistent pursuit and strong admiration for new experiences, intelligence, open-mindedness, creativity, belief in a just world, mental engagement, need for variety, aesthetic sensitivity, and anti-authoritarian values. It also includes openness to others' feelings and emotional experiences, leading to empathetic response, and is the most correlated of the five personality factors with religiosity (Ahmed Abdul Latif Abu Asaad, 2010, p. 69). High scores indicate that individuals are imaginative, innovative, and seek information on their own, while low scores indicate that individuals pay less attention to art and are practical by nature (Majdoub Ahmed, 2015, p. 10).

Openness to experience involves tendencies toward creativity, imagination, and deep thinking, cognitive ability, and high training efficiency. Research results show that the personality trait "openness to experience" is associated with academic success and learning orientation, reflecting the desire to understand materials. Moreover, it predicted a decrease in levels of inclination toward academic cheating (Casimir et al., 2014, p. 113).

Recent studies support this direction, where Harbouch (2026) showed that openness to experience is associated with "cognitive flexibility" and "critical thinking," both factors that protect students from resorting to cheating even under high academic pressures. However, some researchers have warned that very high openness may sometimes be associated with "creativity in cheating methods" rather than rejecting it, especially in digital contexts that allow innovative forms of plagiarism and evasion of electronic surveillance systems (Ramirez Correria, 2017).

4- Agreeableness

This factor reflects how individuals interact with others. High scores indicate that individuals are trustworthy and characterized by friendliness, cooperation, altruism, empathy, humility, carefulness, and conservatism, respecting others' feelings and customs, while low scores indicate aggressiveness and uncooperativeness. Costa & McCrae (1995) identified the distinguishing features of agreeableness as: trust, straightforwardness, altruism, compliance, and modesty (Al-Sayyid Muhammad Abu Hashim, 2010, p. 278).

Agreeableness is not a decisive factor in academic performance; in the case of high scores, it is positively associated with the trait of sharing and exchanging knowledge, allowing its owners to perform original work without scientific theft, but low scores in agreeableness have been reported as

an indicator of academic cheating in some studies (Ramirez Correra, 2017, p. 127). Agreeableness is the trait concerned with how to deal with individuals and build personal relationships; its owners are loved, warm, trust and care for others, so it is not surprising that they are cooperative and useful. Regarding conflicts, they tend to avoid them, and studies have indicated they are less aggressive than others. Thus, students high in agreeableness are less likely to engage in academic dishonesty behaviors, in an attempt to avoid potential conflicts with teachers and other administrative staff. Moreover, students with high agreeableness may view academic dishonesty represented in cheating as behavior that negatively affects other students, given that grades are used to make important decisions regarding: admission, scholarships, and even employment. This is consistent with factorial analysis evidence from some studies showing a strong relationship between agreeableness and promoting values of building goodness. Empirical evidence from studies such as Clariana (2013), Salgado et al. (2014), and Williams et al. (2010) supports this approach, showing a negative relationship between agreeableness and academic dishonesty or cheating (Giluk & Postlewaite, 2015, p. 61).

Several recent studies have added a deep psychological mechanism explaining this relationship: "moral disengagement" formulated by Sánchez-García, 2026 showed that students low in agreeableness tend to activate moral disengagement mechanisms (such as: "everyone cheats," "the exam is unfair," "this doesn't hurt anyone") to justify cheating behavior and alleviate their feelings of guilt. Moral disengagement increases with low agreeableness and high neuroticism, explaining why some students cheat while others do not despite being exposed to the same pressures. Jones et al. (2026) also confirmed that low agreeableness is associated with "Dark Tetrad" traits including narcissism, Machiavellianism, psychopathy, and everyday sadism—traits that strongly predict repeated and exploitative cheating behavior.

5- Conscientiousness

This factor includes individual differences in planning, organizing, executing tasks, and performance consistency. It consists of common features including high levels of deliberation with emotional control. This factor indicates the individual's distinction by willpower, struggle, pursuit of achievement, self-control, commitment to duties, and sense of responsibility. It also reflects perseverance and organization to achieve goals. Howard indicates that high "conscientiousness" dedication means focus, while low dedication refers to a person who pursues a large number of goals, showing some spontaneity, transcendence, and lack of focus, shifting from production to research, and the image of a balanced person capable of creating people with focused interests and helping them relax from time to time to enjoy life (Ahmed Barakat, Saud bin Shayesh, 2016, pp. 282-283). Hogan and Ones (1997) add that studying the conscientiousness factor revives the study of applied psychology for two reasons:

First: Weak conscience is a problem in workplaces; employees high in this factor are well-organized or not negligent, while those low are unproductive and disorganized. This factor includes honesty, integrity, and perseverance.

Second: Conscientiousness is considered according to empirical studies a strong predictor of behavior and job performance in vocational interest studies.

This agrees with Gellatly (1996), who sees that those high in conscientiousness, which includes (ambition, perseverance, seriousness, order), differ from those low (lazy, cheerful, disorganized,

reckless, careless) in choosing goals and performing tasks. Studies have shown conscientiousness is associated with Murray's need for achievement, as well as the saturation of achievement, endurance, order, and low impulsivity factors with this factor, which can be called (work orientation) (Hisham Habib Al-Husseini Muhammad, 2012, p. 162).

On the other hand, it was found that high conscientiousness is positively correlated with academic success, integrity, and achievement in the workplace, while conversely, in the case of low scores, it is negatively correlated with negative work habits such as dishonesty and lost workdays. If academic dishonesty is often the result of inability to effectively organize time and prepare according to exams and perform duties, which leads to temporary compensation of conscience, there must be an ability to maintain regular and uniform, lasting discipline to achieve honest academic success weakly related to cheating. Thus, aspects of integrity and motivation toward achievement (or what is known as work orientation) specific to conscientiousness should also lead to lower levels regarding academic cheating behavior (Alissa Fezatte, 2009, p. 6). Some studies (Smith, 1972; Mulcahy, 1968) addressed the relationship between the frequency of cheating behavior and achievement motivation and performance, concluding that students with high achievement motivation cheat less in tests than their peers with low achievement motivation. Proponents of this view believe that achievement motivation drives the student to prepare for the test, due to their desire to obtain high grades, which does not make them resort to cheating, unlike low achievement motivation, which makes the student have no desire to obtain high grades in the test, so they do not prepare for it, hence they resort to cheating (Fadel Obaid Hassoun et al., 2007, p. 2).

Conscientiousness is considered the strongest "impenetrable fortress" against cheating, where comprehensive analyses showed that this trait is the strongest negative predictor of both traditional and digital cheating (Hidalgo-Fuentes et al., 2024). Abdulghani (2026) clarified that high conscientiousness is associated with "self-organization" and "academic self-efficacy," two factors that allow the student to manage their time and control their emotions under pressure, reducing the likelihood of resorting to cheating. However, the same study warned that conscientiousness alone is not sufficient in highly competitive and toxic academic environments, but must be coupled with an institutional environment that supports integrity, otherwise the high-conscientiousness student may resort to "contract cheating" (purchasing research and assignments) to compensate for lack of time resulting from the huge volume of tasks.

Discussion

The theoretical and applied review shows that the relationship between personality and cheating cannot be understood through a simple linear equation (Trait - Cheating), but must be subjected to the "Interactive Triangle Model" that combines three dimensions:

Personal Dimension (Predisposition): Represented by the Big Five personality factors.

Environmental Dimension (Pressure): Represented by intense competition, fear of failure, curriculum burden, academic burnout, and peer norms.

Technological Dimension (Opportunity): Represented by ease of access to AI and electronic cheating applications.

Added to these three dimensions is the Cognitive-Ethical Dimension, which represents the mediating mechanisms (moral disengagement, cognitive flexibility, self-regulation) that translate the interaction between the previous dimensions into actual cheating behavior.

A student high in (Neuroticism), low in (Conscientiousness), surrounded by (peers who practice cheating), and possessing high technical skills (high Openness) possesses a "perfect recipe" for practicing digital cheating. The concept of "moral disengagement" also emerges as a psychological defensive mechanism allowing the student (even one with a living conscience sometimes under severe pressure) to justify their behavior and alleviate feelings of guilt.

Conclusion

In this research paper, we attempted to shed light on the phenomenon of academic cheating and clarify its relationship with students' personality traits according to the Big Five model. We addressed each trait or factor individually, and it became clear that there is a clear relationship between academic cheating and the five factors, observable when the features of each factor rise or fall.

Thus, our study contributes to a better understanding of the factors influencing the inclination toward academic cheating behavior or abstaining from it, and confirms the benefit of studying students' personality traits for researchers and educators interested in academic cheating behavior in general. It also opens future research horizons for testing more complex interactive models in the Arab context, studying new forms of digital cheating, and designing customized preventive programs that account for the interaction between personality and academic context. Much remains to be researched to fully understand the role of personality in this field in light of contemporary transformations.

Recommendations

At the Educational Policies Level: Transitioning from "punitive assessment models" to "authentic assessment" that measures higher-order skills (analysis, synthesis, application) that are difficult for AI or traditional cheating to simulate.

At the Psychological Guidance Level: Designing customized preventive programs; such as "anxiety management and adaptive coping" programs for students high in neuroticism, and "building ethical integrity" workshops for students low in agreeableness.

At the Future Scientific Research Level: We call on researchers in the Arab context to test "structural equation models" (SEM) to measure the impact of "Dark Tetrad" and "moral disengagement" as mediating variables between personality traits and AI-assisted cheating.

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