



## Fostering a culture of academic integrity among higher education students

**Oleksandra Shynkaruk\***

PhD in Law, Associate Professor

National University of Life and Environmental Sciences of Ukraine

03041, 15 Heroiv Oborony Str., Kyiv, Ukraine

<http://orcid.org/0000-0002-5494-1370>

**Abstract.** This article focused on the problem of fostering a culture of academic integrity among students in higher education institutions. The aim of the article was to analyse scientific approaches to revealing the essence of academic integrity as an effective tool for improving the quality of higher education. General scientific and special methods were used for the research: scientific abstraction, comparative analysis, induction and deduction, surveys, questionnaires, interviews, observation, and logical generalisation. It was substantiated that the fundamental component of the educational process was the culture of academic integrity of students, which contributes to fostering responsibility and honesty. The stages of fostering a culture of academic integrity among students were analysed: informing, training, integration into the educational process, control and assessment, support and motivation. An analysis of favourable conditions for fostering a culture of academic integrity among students was presented: educational environment, policies and rules, student motivation, the role of teachers, monitoring and evaluation, communication and cooperation. The role of scientific and pedagogical workers, educational institution administration and students in ensuring compliance with academic ethics standards, methods and technologies that promoted the development of academic integrity, including the integration of relevant standards into curricula, the introduction of codes of honour, the organisation of training and seminars for students, and the use of modern digital tools to detect cases of plagiarism. Recommendations were made for improving the educational environment aimed at supporting a culture of academic integrity among students. The study expanded the scientific knowledge about academic integrity as an effective tool for improving the quality of higher education. The results of the study can be used in scientific theoretical research on improving academic integrity policies at the institutional and individual levels

**Keywords:** culture of integrity; ethical values; honesty in learning; plagiarism; educational process; learning motivation

---

Received 13.05.2025 Revised 31.08.2025 Accepted 23.09.2025

---

### **Suggested Citation:**

Shynkaruk, O. (2025). Fostering a culture of academic integrity among higher education students. *Humanities Studios: Pedagogy, Psychology, Philosophy*, 13(3), 9-22. doi: 10.31548/hspedagog/3.2025.9.

\*Corresponding author



Copyright © The Author(s). This is an open access article distributed under the terms of the Creative Commons Attribution License 4.0 (<https://creativecommons.org/licenses/by/4.0/>)

## Introduction

Academic integrity is the foundation of quality education and trust in higher education institutions. Violations of academic integrity, such as plagiarism or data fabrication, diminish the value of knowledge and scientific results. In the digital age, it is particularly important to foster a culture of responsibility and honesty, which is why studying this topic was relevant for ensuring an effective and ethical educational process.

T. Bretag (2020) described the challenges faced by renowned scientists in relation to academic integrity; specific cultural contexts were considered, as well as how to identify serious violations of academic integrity and promote a culture of integrity. The researchers' works emphasise the need to create effective policies, ethical training programmes and technological tools to prevent plagiarism and other violations, and also pay considerable attention to the experience of universities in different countries that are developing their own approaches to fostering academic integrity. In particular, C. De Maio & K. Dixon (2022) analysed integrity research in Australia with a focus on policies and strategies in educational institutions and recommended a combination of strategies to promote and support a culture of academic integrity in higher education now and in the future. D. Waryold & J. Lancaster (2023) developed a code of conduct for students, described ethics and decision-making, and summarised the latest thinking on the culture of academic integrity. S. Eaton (2021) justified academic integrity from the perspective of teaching and learning and offered a comprehensive understanding of various aspects of plagiarism with a special focus on higher education to benefit the entire university community, as well as practical advice on combating plagiarism in higher education institutions. J. Wahle *et al.* (2022) investigated the use of paraphrasing tools to conceal plagiarism, which is a serious threat to academic integrity, and demonstrated that automated classification eliminates the shortcomings of widely used text comparison

systems, such as I. Glendinning (2022), Based on own research and that of other scholars, approaches are proposed that may be useful in different contexts to successfully develop and implement academic integrity policies.

Despite the significant contribution of scholars to the study of academic integrity, some aspects remain under-researched, in particular the cross-cultural aspects of academic integrity. Although there is a certain amount of research on the influence of cultural factors on attitudes towards integrity, there is a need for a deeper examination of how national traditions, values, and educational systems affect the observance of ethical standards in different countries. The growing use of technology and online education creates new challenges related to integrity, so phenomena such as the use of artificial intelligence to create academic works and the development of effective digital tools to prevent violations require further study. The psychological factors that influence the choice of students and academic staff to adhere to or violate the principles of integrity have not been sufficiently studied.

The contribution of scientists to the study of academic integrity was notable. Ukrainian scientists contribute to the dissemination of knowledge and best practices in the study of integrity at the international level. In particular, O. Poliak & T. Tsvirkun (2022) researched the concept of "academic integrity" in Ukraine and Germany, compared the basic principles of academic integrity in these countries, and proved that Ukraine can rely on Germany's experience in developing academic integrity.

Kyiv Regional Centre of the National Academy of Sciences of Ukraine (2021) presented the findings of scientists on various aspects of academic integrity, in particular, the causes and consequences of academic dishonesty; the effectiveness of educational and institutional mechanisms for preventing violations; fostering a culture of integrity among students, teachers and researchers; the role of digital tools and technologies in detecting

plagiarism and monitoring integrity; the impact of academic integrity on the quality of education, science and society. Research by Ukrainian scientists is aimed at improving policies and practices to ensure transparency and trust in the academic environment. N. Partyko *et al.* (2024) examined the academic integrity of students in the context of the use of artificial intelligence tools and discussed ways to ensure academic integrity. L. Filipenko *et al.* (2023) outline the main aspects of academic integrity compliance by teaching and research staff in educational institutions and analyse the main provisions of Ukrainian legislation regulating the process of ensuring academic integrity in Ukraine.

However, the problem of fostering a culture of academic integrity among higher education students remains insufficiently studied. Therefore, the aim of this study was to analyse contemporary scientific approaches to the concept of “academic integrity”, identify the key factors in its fostering during the professional training of students, and offer practical recommendations for improving the educational environment that promotes the development of ethical behaviour.

## Materials and Methods

The following methods were used for the study: the method of scientific abstraction to substantiate the basic conceptual framework of academic integrity; comparative analysis to study the evolution of approaches to defining the essence of the concept of academic integrity; induction and deduction to establish the prerequisites for forming an effective tool for improving the quality of higher education; the method of analogy to compare existing scholarly approaches; and the method of logical generalisation to formulate conclusions based on the research results.

The survey was conducted between October and December 2023. 628 third and fourth-year students from the Humanities and Pedagogical Faculty of the National University of Life and Environmental Sciences of Ukraine (NULES) participated in the survey, representing various specialisms (“International Relations”, “Journalism”,

“Social Work”, “Psychology”, “Professional Education”). This selection was made given that the academic discipline “Fundamentals of Academic Integrity” is studied by students on different programmes from the first to the second year. The average age of the respondents was 19-22 years. The surveys were both individual, conducted using Google Forms and interviews, and group-based, conducted using the method of focus groups, case studies, observation, experiments, sociological surveys, project work, and so on.

In total, there were 26 experts from among the academic staff of the Humanities and Pedagogical Faculty, specialists from the educational and research departments, and the NULES library. Each expert had at least 10 years of experience working in a higher education institution. Regarding the ethics of the study, the composition of the survey participants and the conditions of its conduct were pre-approved by the ethics committee. All participants were informed in advance of their right to refuse to participate without any negative consequences for their status. All participants, however, gave their consent to participate in the study (ICC/ESOMAR International Code, 2016). The first stage of the study began with the development and conduct of a questionnaire with open and closed questions for the survey of higher education students. This allowed for the collection of data on the level of awareness, attitudes, and practices of academic integrity among students and to determine their level of knowledge about the principles of academic integrity and their attitudes towards violations (plagiarism, cheating, falsification of results, etc.).

The next method used was the focus group method, which allowed for a deeper understanding of students’ attitudes, opinions, and behaviour regarding academic integrity. Focus groups (6-12 people) were used to gather detailed information about students’ experiences, their perception of academic integrity rules, their attitudes towards violations (plagiarism, cheating, data fabrication, etc.), and the factors that influence their behaviour in the academic environment. Participants

were voluntary students from the Humanities and Pedagogical Faculty of NULES. The focus group method provided multi-faceted information on students' attitudes towards academic integrity, which became the basis for developing effective strategies to enhance integrity in the learning process.

The in-depth interview method for studying the culture of academic integrity of students consisted of conducting detailed personal conversations with respondents. This allowed for the collection of qualitative data on their beliefs, motives, behaviour, and perception of the principles of academic integrity. This method provided a deep analysis of students' attitudes towards ethical norms in learning; an understanding of the context, including the influence of the social environment, lecturers, and fellow students; and the identification of barriers and motivations for adhering to academic integrity. The in-depth interviews were conducted in an informal atmosphere with open-ended questions, which facilitated a trusting conversation. The results helped to develop recommendations for improving the culture of integrity in the academic environment.

The observation method for studying the culture of academic integrity of students helped to systematically track student behaviour in the educational process. The researcher recorded instances of adherence to or violation of integrity principles, such as honesty when completing assignments, avoiding plagiarism, and an ethical attitude towards assessment. The observation was open (students knew about the study). Data was collected by analysing interactions, learning materials, and situations (exams). This method provided a real picture of behaviour.

The experimental method for studying the culture of academic integrity of students involved the creation of controlled conditions to evaluate the impact of certain factors or measures on students' attitudes and behaviour in the context of academic ethics. The main stages were: hypothesis formulation – defining the expected impact of certain actions (for example, the introduction of courses on academic integrity) on students;

sample selection: forming a group of participants (a control group and an experimental group); conducting the experiment: introducing changes only in the experimental group, for example, conducting training sessions or lectures related to the principles of integrity; data collection: surveys, tests, or behavioural analysis of students before and after the experiment; and analysis of the results: comparing the changes in the control and experimental groups to evaluate the effectiveness of the intervention. This method allowed for the evaluation of the cause-and-effect relationships between the intervention and the changes in the culture of academic integrity.

## Results and Discussion

The culture of academic integrity among students as a component of the modern education system. In the modern world, education is a key factor that shapes the future of society; however, its quality depends on adherence to the principles of academic integrity. The Academic Explanatory Dictionary (1971) defines academic integrity as “high moral purity and honesty”. The Law of Ukraine “On Education” (2017) defines it as “a set of ethical principles and legally defined rules by which participants in the educational process must be guided during learning, teaching, and carrying out scientific (creative) activities to ensure trust in the results of learning and/or scientific (creative) achievements”.

The development of a culture of academic integrity in higher education students, in addition to understanding the essence of ethical behaviour, involves students mastering certain knowledge and skills. V. Vizniuk (2021) includes the following among the academic integrity competencies of higher education students: “the ability to act in professional and educational situations from a position of academic integrity and professional ethics; to complete academic assignments independently; to adhere to citation rules; to be aware of the significance of academic integrity norms; and to give a moral evaluation of one's own actions”. It is substantiated that students'

mastering of the knowledge and skills for adhering to the principles of academic integrity involves the formation of an “integrity policy” at the higher education institution. This policy includes the following components: “normative documents establishing integrity rules and regulating reactions to manifestations of dishonesty; information and advisory measures on academic integrity topics; professional development for academic staff; re-orientation of academic discipline syllabi towards more practical assignments for students that would preclude the possibility of academic dishonesty; and the introduction of technical checks of written work using text comparison software”. The foundation of quality education is academic integrity, which includes the following values: honesty, responsibility, and respect. Honesty ensures adherence to the rules when writing assignments, sitting exams, and preparing research projects; responsibility is the understanding of the consequences of academic fraud for personal development; and respect is the recognition of the work of others and correct referencing of sources.

The culture of academic integrity is an important component of the modern education system, and therefore, its observance contributes to the development of honest, responsible, and professionally competent specialists who are capable of contributing to the development of society. According to O. Guzhva (2017), it is substantiated that “the development of a culture of honest learning is important for the development of all education, but it is equally important for every participant in the academic process: a school student, a university student, or a lecturer, as it directly affects the level and quality of the knowledge they receive and the kind of specialists they will become in the future”.

The culture of academic integrity of students precisely contributes to the development of responsibility, honesty, and critical thinking. Therefore, its main aspects are respect for authorship, independence in learning, honesty in interaction, responsibility, respect for rules, fairness, collective ethics, and knowledge of rights and obligations (Table 1).

**Table 1.** Key aspects of academic integrity culture among students

Category	Description	Examples of behaviour
Respect for authorship	Recognising the ideas and work of others.	Referencing sources, citing correctly, avoiding plagiarism.
Independence in learning	Completing assignments independently, without dishonest methods.	Taking exams without using cheat sheets, completing one's own projects and assignments.
Honesty in interaction	Open and truthful communication with students, teachers and administration.	Providing accurate information about the reasons for missing classes or commitments.
Responsibility	Taking responsibility for one's actions and their consequences.	Completing assignments on time, meeting deadlines, fulfilling obligations.
Respect for rules	Adhering to academic standards and rules established by the educational institution.	Familiarity with academic integrity policies, compliance with requirements for writing papers.
Fairness	Ensuring equal conditions for all students.	Refusal of assistance during exams or attempts to influence grades.
Collective ethics	Interacting on the basis of integrity, helping others without compromising honesty.	Sharing knowledge during group projects, avoiding encouraging others to break the rules.
Knowledge of rights and obligations	Awareness of one's rights and obligations in the context of academic integrity.	Knowledge of the possibility of appealing grades, compliance with rules for publishing research results.

**Source:** compiled by the author based on O. Guzhva (2017)

Academic integrity includes the obligation of students to adhere to the rules of honest assessment, independent completion of assignments, and correct citation of sources in their work. Such an approach contributes to the creation of a healthy educational environment. Higher education institutions and academic staff play an important role in popularising the values of academic integrity by implementing a first-year academic discipline “Fundamentals of Academic Integrity” and by conducting training sessions and seminars for students. From students themselves, an awareness is expected that academic integrity is not just a tool for achieving short-term goals, such as sitting exams, but also a foundation for building a long-term professional career.

A. Kyfenko & D. Sopova (2023) noted that “in the European higher education and research space, a comprehensive concept of academic integrity exists that involves high-quality knowledge and skills, protection of the student and their achievements, recognition and trust in the results of scholarly research, as well as the protection of intellectual property rights”. The development of a culture of academic integrity is an important aspect of the educational process; however, this process is accompanied by a number of challenges. Based on the results of observations of student behaviour and surveys, the following key challenges were identified: (1) low awareness of the principles of academic integrity. Analysis shows that many students are not sufficiently familiar with the concept of academic integrity, its principles, and its importance, which may be a consequence of insufficient attention to this issue in schools and universities; (2) social pressure and stereotypes. Students often form the opinion that academic success is more important than adherence to ethical norms, and such beliefs are reinforced by real-life examples where cheating or plagiarism are perceived as acceptable ways to achieve results; (3) lack of effective control mechanisms. If anti-plagiarism software is not implemented in universities, it contributes to the spread of dishonest practices among students; (4) insufficient support from

lecturers. Academic staff play a key role in cultivating integrity, but sometimes they themselves do not adhere to these principles or do not know how to effectively influence students in this aspect; (5) motivational problems among students. Low motivation for personal development often forces students to resort to dishonest practices, such as cheating or buying ready-made work; (6) the use of new technologies for fraud. Technologies create new challenges for ensuring integrity. For example, students can use smartphones or other devices for cheating, and also order work through specialised platforms; (7) insufficient support from the institution’s administration. Without a clear academic integrity policy and support from university leadership, measures for its development may be insufficiently effective.

To overcome these challenges, it is necessary to implement comprehensive measures, namely: active student information campaigns about academic integrity through lectures, training sessions, and courses; the implementation of a clear system of rules and consequences for violations; involving academic staff as examples of ethical behaviour; the use of modern technologies for checking work and monitoring academic integrity; and the creation of motivational programmes that encourage honest learning. Overcoming the challenges in fostering a culture of academic integrity is possible with a holistic approach from all participants in the educational process.

The fostering of a culture of academic integrity in students is an important process that affects professional training, and therefore, the main aspect of this process is the creation of favourable conditions (Table 2). Violations of the principles of academic integrity by participants in the educational process are a significant problem in Ukrainian higher education institutions. The results of the conducted surveys showed a significant difference between students of different specialisms regarding all forms of academic dishonesty. In particular, a significantly higher number of surveyed students from the “Psychology” specialism admitted to dishonest behaviour, including plagiarism.

**Table 2.** Key areas for creating favourable conditions for fostering a culture of academic integrity among students

Area	Activity	Expected outcome
Educational environment	1. Ensuring access to high-quality information resources and materials. 2. Organising seminars and training sessions on academic integrity.	Improving students' knowledge and understanding of the principles of integrity. Fostering awareness of the importance of adhering to ethical standards in educational activities.
Policies and rules	1. Developing and implementing clear rules on plagiarism, cheating and other forms of violations. 2. Determining the consequences for violating the rules of academic integrity.	Formulating transparent requirements that are adhered to by all participants in the educational process. Ensuring fairness and discipline.
Student motivation	1. Encouraging students to work independently by promoting creative and research-based approaches. 2. Recognising and rewarding achievements in academic integrity.	Increasing interest in learning and developing critical thinking. Enhancing the prestige of honest academic behaviour.
Role of teachers	1. Demonstrating ethical behaviour and academic integrity by teachers. 2. Providing individual feedback to students on their work.	Teachers becoming role models for students. Supporting the development of self-control and responsibility skills.
Monitoring and evaluation	1. Regular review of academic integrity policies. 2. Use of technology to check texts for plagiarism.	Updating rules in line with new challenges. Reducing cases of academic dishonesty.
Communication and cooperation	1. Establishment of open dialogue between students, teachers and administration. 2. Conducting information campaigns to promote the principles of academic integrity.	Fostering trusting relationships and a shared vision of integrity. Raising awareness among all participants in the educational process.

**Source:** compiled by the author based on T. Bretag (2020), S. Eaton (2021), O. Martyniuk (2021), C. De Maio, & K. Dixon (2022), L. Filipenko et al. (2023)

A comparison of the prevalence of academic integrity violations among students indicates that the highest level of plagiarism was recorded among students of the "Psychology" specialism (25%), while the lowest was in "International Relations" (7%) (Table 3). Overall, the most

widespread form of academic dishonesty is data fabrication, especially in Journalism (23%). At the same time, incorrect citation is most characteristic of International Relations students (30%), which may indicate the difficulty of working with foreign language sources.

**Table 3.** Comparison of the prevalence of cases of academic integrity violations among students

Forms of academic dishonesty	Percentage of students from different specialties who committed academic dishonesty, %					
	Psychology	Philology	Journalism	Social work	Professional education	International relations
Plagiarism	25	20	20	15	12	7
Fabrication of data	16	16	23	18	15	11
Copying	10	20	20	12	28	9
Improper use of outside help	12	21	18	24	13	10
Inaccurate citation	10	21	15	10	12	30

**Source:** compiled by the author

In fostering a culture of academic integrity among students, educational programmes and training sessions play a key role, as they are an effective tool for forming ethical principles and creating an integrity-based academic community. They contribute to students' awareness of the importance of an honest approach to learning and the responsible use of information sources. They also influence the enhancement of students' knowledge of academic integrity, the consequences of its violation, and teach students how to correctly reference sources and use ethical research methods. Conducting training sessions and discussions helps to form a culture of academic integrity at the community level, which allows students to support one another in adhering to ethical principles (Alieksieieva, 2024).

I. Todorova (2019) identified internal and external pedagogical conditions for organising educational activities in higher education institutions based on the principles of academic integrity. The external (organisational and pedagogical) conditions combine circumstances and situations, while the internal pedagogical conditions are determined by the individual-psychological personal qualities of students and lecturers in a specific higher education institution. The development of skills plays an important role in fostering a culture of academic integrity among students, as practical abilities help to implement the principles of honesty, responsibility, and ethics in learning. The development of creative thinking skills helps students create unique work and ideas that meet academic integrity standards, correctly reference sources, work with electronic resources, verify information for authenticity, and use software to check text originality. The purposeful development of skills not only contributes to the formation of academic integrity but also creates a foundation for students' future professional success.

I. Varava (2020) identified preparing students for scholarly research based on the principles of academic integrity as one of the important components of the educational process. The scholar developed a pedagogical technology "for forming

the readiness of higher education students for scholarly research based on academic integrity", which involves the interaction of lecturers at the higher education institution "aimed at the formation and development of the student's personality as a future scholar and/or specialist who is guided by integrity principles in their work".

Communication and partnership are also important elements in fostering a culture of academic integrity among students. Communication provides open information for students about academic integrity through lectures, seminars, informational materials, and discussions, while partnership ensures collaboration between academic staff, administration, and students, which may include joint development of honour codes and involving students in the creation of integrity policies. Together, these elements contribute to motivation for honest learning and the creation of trust and mutual respect. The scholar D. Sopova (2020) described ways to motivate honest learning at university, namely: creating problem-based situations in seminars or practical classes that make dishonest behaviour impossible and stimulate students to find creative solutions; a culture of communication between lecturers and students based on respect and interaction; teaching material in a poly-dialogue format with lively discussion of situations and specific materials; and unusual, interactive forms of conducting classes.

The foundation for the development of academic integrity in students is the recognition of integrity, which means adherence to honesty, fairness, and responsibility in the educational process. This contributes to the development of moral qualities, critical thinking, and professional ethics in students, ensuring quality education and trust in the academic community. Higher education institutions should practise rewarding students for success in learning and scholarly research that is completed honestly, as public recognition of integrity is the foundation of professional success. According to the National Agency for Quality Assurance of Higher Education (2025), a stimulus for

higher education students to adhere to academic integrity is the formation of an integrity-based educational and scientific environment at higher education institutions, which includes: “training for all participants in the educational process; the application of effective tools and procedures for checking academic works for signs of academic integrity violations; timely response to reports of academic integrity violations; and the application of effective procedures for decision-making on issues of ensuring academic integrity”. Stages of fostering

a culture of academic integrity in students. The development of a culture of academic integrity in students occurs gradually through informing them about academic integrity, teaching academic writing and critical thinking skills, creating a supportive environment, practical application of integrity norms, implementing assessment and monitoring systems, and continuous improvement of approaches based on feedback, which ensures the development of responsibility, mutual respect, and a conscious attitude towards learning (Table 4).

**Table 4.** Stages of forming a culture of academic integrity of students

Stage	Objective	Methods and tools	Expected results
Information	Raising students' awareness of the principles of academic integrity.	Lectures, training sessions, seminars, informational materials (booklets, videos, presentations).	Understanding the basic principles of academic integrity and their importance for education and professional activity.
Training	Fostering practical skills for maintaining academic integrity.	Practical classes, situation modelling, case studies, essay writing.	Ability to identify violations of integrity and avoid them in one's own educational activities.
Integration into the educational process	Incorporating the principles of academic integrity into all aspects of learning.	Policy development, evaluation systems, plagiarism checks, involving students in project work.	Systematic adherence to the principles of academic integrity in learning and evaluation.
Monitoring and evaluation	Ensuring monitoring of integrity compliance.	Use of anti-plagiarism software, independent evaluation, work of ethics committees.	Minimising cases of academic dishonesty, increasing trust in the education system.
Support and motivation	Creating conditions for maintaining academic integrity.	Encouraging students, awards for academic achievement.	Fostering positive motivation for ethical behaviour.

**Source:** compiled by the author based on P. Brennecke (2010), O. Martyniuk (2021), N. Antonyuk & N. Pushkar (2022), Yu. Boychuk (2022)

The information stage is key to fostering a culture of academic integrity, as it provides students with the necessary knowledge about ethical standards and rules of conduct in the academic environment. At this stage, students are introduced to the concepts of plagiarism, correct citation, academic responsibility, and the consequences of violating integrity principles. O. Martyniuk (2021) developed a course on academic writing for this purpose, which aims “to form an academic culture in higher education students, to introduce them to the basics of academic writing, and to the rules for formatting scholarly work in compliance with academic integrity”. The learning

stage is an important component in the process of fostering a culture of academic integrity in students, as it is at this stage that the foundations of behaviour, values, and skills are laid that define ethical standards in the educational environment. Therefore, the course developed for first-year students is a key tool in cultivating academic integrity from the first days of study at the higher education institution, providing not only knowledge and skills but also shaping values that will accompany students throughout their lives.

The integration into the educational process stage is fundamental for fostering a culture of academic integrity in students, as it involves

the implementation of integrity principles in all aspects of learning. This includes the development of curricula with the inclusion of modules dedicated to academic integrity, as well as the integration of these principles into the content of other disciplines. P. Brennecke (2010) wrote a special textbook for students on academic integrity and the types of its violations. The integration of academic integrity principles into the educational process helps to create an environment where students not only adhere to ethical norms but also understand their importance in their studies and future professional activities.

The control and evaluation stage is important in the process of fostering a culture of academic integrity in students, as it allows not only for verifying compliance with integrity norms but also for assessing the effectiveness of educational measures in this area. N. Antonyuk & N. Pushkar (2022) substantiated that “lecturers’ use of active and creative methods of teaching and control make plagiarism and other forms of academic integrity violations impossible; they also include the development of individual assignments for each student, their practical and research focus, informational support for independent work, and the possibility of providing consultations and adjusting assignments remotely”. The control and evaluation stage is an integral part of fostering a culture of academic integrity, as it allows for the identification of gaps, provides feedback, and contributes to the development of a holistic system that supports academic ethics.

The development of a culture of academic integrity among students is a multifaceted process. One of the stages of this process is the support and motivation of students to adhere to the principles of academic integrity. Support includes providing students with the necessary knowledge, resources, and psychological assistance, while motivation stimulates students to adhere to the principles of academic integrity. A wise and instructive example of supporting and motivating students is provided by Yu. Boychuk (2022), which presents an essay collection

by students and postgraduates reflecting on integrity as a unique quality of a modern person who is progressive, socially active, and responsible. Such motivational measures are part of numerous educational and scientific activities for students, which are conducted with the aim of not only a deeper understanding of the phenomenon of academic integrity as an indicator of the corporate ethics of an educational institution, but also the formation of integrity as a stable personal virtue. V. Romakin (2010) researched the differences in motivations, beliefs, and behaviours related to violations of academic culture norms by American and Ukrainian students. The support and motivation stage is critically important for ensuring the sustainable development of a culture of academic integrity, as a combination of information, mentorship, and creating conditions for honest learning helps to consolidate the relevant values and norms in the student community.

The conducted questionnaires and surveys allowed for the collection of valuable information about students’ level of awareness and attitudes towards academic integrity. The results of the study helped to identify the key problems that students face, particularly regarding adherence to the principles of honesty and responsibility in the learning process, which made it possible to evaluate the effectiveness of existing measures for fostering a culture of integrity and to develop recommendations for further improvement of the educational environment aimed at supporting a culture of academic integrity among students (Table 5). Thus, fostering a culture of academic integrity requires a systematic, consistent approach that encompasses not only the implementation of regulatory documents, but also practical training in ethical behaviour, regular informing of students and teachers about the principles of integrity, and effective monitoring of their compliance. In this process, the active participation of all parties involved in the educational process – students, teachers, administration – was important, contributing

to the creation of a supportive environment in which honesty, respect for intellectual work, and personal responsibility became not only requirements but also consciously accepted values.

**Table 5. Recommendations for further improvement of the educational environment aimed at supporting a culture of academic integrity among students**

For scientific and teaching staff	For students
1. Ensure clear communication of academic integrity rules and the consequences of violating them.	1. Be familiar with the academic integrity policy of the higher education institution.
2. Develop academic disciplines and introduce interactive classes on academic integrity.	2. Adhere to integrity rules when completing assignments, particularly by avoiding plagiarism.
3. Introduce various forms of evaluation that make cheating more difficult.	3. Complete all assignments independently and take exams honestly.
4. Use anti-plagiarism software to check student work.	4. Learn how to correctly reference sources of information in assignments.
5. Encourage students to participate in discussions of ethical dilemmas related to learning.	5. Take an active part in events dedicated to academic integrity.
6. Maintain open communication with students and create an atmosphere of trust.	6. Maintain an atmosphere of mutual respect and honesty in the student environment.
7. Set an example of honest behaviour by demonstrating high standards.	7. Encourage classmates to adhere to ethical standards and set an example.
8. Organise training sessions and seminars on developing critical thinking and independence in learning.	8. Develop critical thinking and independence skills in the educational process.

**Source:** compiled by the author based on an in-depth interview

## Conclusions

The study makes the following conclusions. Fostering a culture of academic integrity among students is an important factor in ensuring the quality of education and the development of a responsible society, but this process is accompanied by a number of challenges, namely low student awareness of the principles of academic integrity, social pressure and stereotypes lack of effective control mechanisms; insufficient support from scientific and pedagogical staff; motivational problems among students; use of new technologies for dishonesty; insufficient support from the administration of the institution. Effective implementation of the principles of integrity requires a systematic approach that encompasses the educational process, organisational culture and legal mechanisms in educational institutions. The results of the surveys show that students of different specialties resort to violations of academic integrity in different ways, with the most common being inaccurate citation (30% of students majoring in “International

Relations”), cheating (28% of students majoring in “Professional Education”), and plagiarism (25% of students majoring in “Psychology”).

Academic and teaching staff play a key role in fostering ethical behaviour by acting as role models and creating conditions to prevent plagiarism, cheating and other violations. The key areas for creating favourable conditions for fostering a culture of academic integrity among students are the educational environment, policies and rules, student motivation, the role of teachers, monitoring and evaluation, communication and cooperation. At the same time, it is important to foster students' awareness of ethical responsibility for their actions and motivation to adhere to academic standards. Therefore, the tools in this process include teaching citation rules, using technologies to verify the authenticity of works, creating conditions for the development of critical thinking, and promoting open communication between all participants in the educational process.

A culture of academic integrity among students fosters responsibility, honesty and critical

thinking, so its main aspects are respect for authorship, independence in learning, honesty in interaction, responsibility, respect for rules, fairness, collective ethics, and knowledge of rights and obligations. Understanding the importance of academic integrity helps students not only achieve their personal educational goals, but also contributes to their successful professional development in the future. Thus, the development of a culture of academic integrity is a necessary prerequisite for fostering quality education. This study does not claim to be an exhaustive analysis of fostering a culture of academic integrity among students. Future

research should focus on analysing the moral and ethical principles of scientific and educational activities and improving policies to ensure academic integrity at the institutional and individual levels.

### Acknowledgements

None.

### Funding

None.

### Conflict of Interest

None.

### References

- [1] Academic Explanatory Dictionary. (1971). *Dictionary of the Ukrainian language* (Vol. 2). Kyiv: Academy of Sciences of the Ukrainian SSR, Institute of Linguistics.
- [2] Aliksieieva, H. (2024). Integration of digital technologies and artificial intelligence into the dual methodology of teaching bachelors of vocational education. *Scientia et Societas*, 3(1), 39-47. doi: [10.69587/ss/1.2024.39](https://doi.org/10.69587/ss/1.2024.39).
- [3] Antonyuk, N., & Pushkar, N. (2022). Academic integrity in the domestic educational space, causes of violations and ways of formation. *Acta Paedagogica Volynienses*, 2(1), 10-16. doi: [10.32782/apv/2022.1.2.2](https://doi.org/10.32782/apv/2022.1.2.2).
- [4] Boychuk, Yu.D. (Ed.). (2022). *My academic integrity: Collection of competitive essays of higher education applicants*. Kharkiv: KhNPU named after H.S. Skovoroda.
- [5] Brennecke, P. (2010). *Academic integrity at the Massachusetts Institute of Technology*. Cambridge, MA: MIT.
- [6] Bretag, T. (Ed.). (2020). *A research agenda for academic integrity*. Cheltenham: Edward Elgar Publishing.
- [7] De Maio, C., & Dixon, K. (2022). Promoting academic integrity in institutions of higher learning: What 30 years of research (1990-2020) in Australasia has taught us. *Journal of College and Character*, 23(1), 6-20. doi: [10.1080/2194587X.2021.2017972](https://doi.org/10.1080/2194587X.2021.2017972).
- [8] Eaton, S.E. (2023). *Plagiarism in higher education: Tackling tough topics in academic integrity*. Santa Barbara, CA: ABC Clío. doi: [10.5040/9798400697142](https://doi.org/10.5040/9798400697142).
- [9] Filipenko, L., Dumanskyi, & O., Kozak, O. (2023). Academic integrity in the scientific and educational environment of educational institutions of Ukraine: A view through the prism of the presence of artificial intelligence. *Academic Visions*, 19(202), 1-8. doi: [10.5281/zenodo.7966703](https://doi.org/10.5281/zenodo.7966703).
- [10] Glendinning, I. (2022). *Developing and implementing policies for academic integrity – management of change*. Cham: Springer. doi: [10.1007/978-3-031-43292-7\\_6](https://doi.org/10.1007/978-3-031-43292-7_6).
- [11] Guzhva, O. (2017). *Universal educational guide on academic integrity for teachers* (2<sup>nd</sup> ed.). Kharkiv: KhNU named after V.N. Karazin.
- [12] ICC/ESOMAR International Code. (2016). Retrieved from <https://esomar.org/uploads/attachments/ckqtawvj00uukdtrhst5sk9u-iccesomar-international-code-english.pdf>.
- [13] Kyfenko, A., & Sopova, D. (2023). The role of academic integrity during the education of students in the specialty of “Musical art”. *Art in Contemporary Culture: Theory and Practice of Teaching*, 2, 40-46. doi: [10.31652/3041-1017-2023\(2\)-05](https://doi.org/10.31652/3041-1017-2023(2)-05).

- [14] Kyiv Regional Center of the National Academy of Sciences of Ukraine (2021). *Academic responsibility*. Kyiv: Kyiv Regional Center of the National Academy of Sciences of Ukraine.
- [15] Law of Ukraine "On Education". (2017, September). Retrieved from <https://zakon.rada.gov.ua/laws/show/2145-19#Text>.
- [16] Martyniuk, O.M. (2021). *Academic writing (lecture notes): Educational and methodical edition*. Lutsk: Tower.
- [17] National Agency for Quality Assurance of Higher Education. (2025). Retrieved from <https://en.naqqa.gov.ua/wp-content/uploads/2025/03/png>.
- [18] Partyko, N.V., Smirnova, I.M., & Zhytomyrska, T.M. (2024). Academic integrity in the era of artificial intelligence: Challenges and opportunities for students. *Innovative Pedagogy*, 72, 265-268. doi: [10.32782/2663-6085/2024/72.53](https://doi.org/10.32782/2663-6085/2024/72.53).
- [19] Poliak, O., & Tsvirkun, T. (2022). Academic integrity in Ukraine and Germany: Comparative aspect. *Bulletin of Taras Shevchenko National University of Kyiv. Pedagogy*, 1(15), 40-43. doi: [10.17721/2415-369](https://doi.org/10.17721/2415-369).
- [20] Romakin, V. (2010). [Motivations, beliefs and behavior of Ukrainian and American undergraduate students regarding norms of academic culture](#). *Scientific Works of the Black Sea State University named after Petro Mohyla. Pedagogy Series*, 136(123), 34-41.
- [21] Sopova, D. (2020). [Academic honesty as a component of professional training of future specialists in the universities of the European Union](#). (Doctoral thesis, Borys Grinchenko Kyiv University, Kyiv, Ukraine).
- [22] Todorova, I. (2019). [Components of academic integrity of students and conditions of its formation](#). *Origins of Pedagogical Skills*, 24, 199-205.
- [23] Varava, I.M. (2020). [Pedagogical support for the formation of the readiness of higher education students for scientific and research activities based on the principles of academic integrity](#). *Bulletin of Zaporizhzhya National University. Pedagogical Sciences*, 3(2), 162-167.
- [24] Vizniuk, V.V. (2021). The influence of academic integrity on future teachers' soft skills during the research work. *Scientific Bulletin of South Ukrainian National Pedagogical University named after K.D. Ushynsky*, 4(137), 16-25. doi: [10.24195/2617-6688-2021-4-2](https://doi.org/10.24195/2617-6688-2021-4-2).
- [25] Wahle, J., Ruas, T., Foltýnek, T., Meuschke, N., & Gipp, B. (2022). Identifying machine-paraphrased plagiarism. In *International conference on information* (pp. 393-413). Cham: Springer. doi: [10.1007/978-3-030-96957-8\\_34](https://doi.org/10.1007/978-3-030-96957-8_34).
- [26] Waryold, D., & Lancaster, J. (2023). *Student conduct practice: The complete guide for student affairs professionals* (2<sup>nd</sup> ed.). New York: Routledge. doi: [10.4324/9781003447177](https://doi.org/10.4324/9781003447177).

## Формування культури академічної доброчесності здобувачів вищої освіти

**Олександра Шинкарук**

Кандидат юридичних наук, доцент

Національний університет біоресурсів і природокористування України

03041, Героїв Оборони, 15, м. Київ, Україна

<http://orcid.org/0000-0002-5494-1370>

**Анотація.** Статтю присвячено дослідженню проблеми формування культури академічної доброчесності серед студентів закладів вищої освіти. Метою статті було проаналізувати наукові підходи до розкриття сутності академічної доброчесності як дієвого інструменту посилення якості вищої освіти. Для дослідження використано загальнонаукові та спеціальні методи: наукової абстракції, компаративного аналізу, метод індукції та дедукції, опитування, анкетування, інтерв'ю, спостереження та логічного узагальнення. Обґрунтовано, що фундаментальною складовою освітнього процесу була саме культура академічної доброчесності студентів, яка сприяла формуванню відповідальності і чесності. Проаналізовано етапи формування культури академічної доброчесності студентів: інформування, навчання, інтеграція в освітній процес, контроль та оцінка, підтримка та мотивація. Представлено аналіз сприятливих умов для формування культури академічної доброчесності студентів: освітнє середовище, політика та правила, мотивація студентів, роль викладачів, моніторинг і оцінка, комунікація та співпраця. Розглянуто роль науково-педагогічних працівників, адміністрації закладів освіти та студентів у забезпеченні дотримання норм академічної етики, методи і технології, що сприяють розвитку академічної доброчесності, включаючи інтеграцію відповідних норм у навчальні програми, впровадження кодексів честі, організацію тренінгів і семінарів для студентів, а також застосування сучасних цифрових інструментів для виявлення випадків плагіату. Запропоновано рекомендації для вдосконалення освітнього середовища, спрямованого на підтримку культури академічної доброчесності студентів. Проведене дослідження розширило наукові доробки про академічну доброчесність як дієвий інструмент посилення якості вищої освіти. Результати дослідження можуть бути використані у наукових теоретичних розвідках щодо удосконалення політики забезпечення академічної доброчесності на інституційному та індивідуальному рівнях

**Ключові слова:** культура доброчесності; етичні цінності; чесність у навчанні; плагіат; освітній процес; мотивація до навчання