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ACADEMIC INTEGRITY AS A DETERMINANT OF HIGHER EDUCATION QUALITY ASSURANCE

ABSTRACT

The aim of this article is to define the role of academic integrity as a key factor in ensuring the quality of higher education, to analyse the existing problems in this area and to develop recommendations for improving the level of integrity in the educational process.

The article analyses the principles of academic integrity and its impact on the quality of educational processes. It was found that effective implementation of the integrity policy helps to reduce the level of academic misconduct, increase trust in educational institutions and improve the reputation of universities. The main mechanisms for ensuring academic integrity are considered, including regulatory control, digital technologies for checking plagiarism, educational programmes on academic writing and the creation of ethics commissions.

Academic integrity is an essential component of high-quality education that ensures responsibility, transparency and fairness in the learning process. Prevention of plagiarism, falsification and other violations is possible only with a comprehensive approach that includes both preventive measures and responsibility for non-compliance with ethical standards. Further research should be aimed at improving the mechanisms of control and promoting a culture of integrity among students and university teachers.

Keywords: academic integrity, education, quality of education, plagiarism, falsification, academic ethics, educational standards, ethical principles, transparency in education

JEL Classification: I21

INTRODUCTION

In today's world, higher education plays a key role in training competent professionals who are able to think critically, generate new ideas and make responsible decisions. At the same time, the level of academic integrity plays a crucial role in shaping the quality of education, serving as its reliable foundation and an effective tool for ensuring higher education standards.

Academic integrity is not only an ethical standard but also an important factor in ensuring trust in educational institutions and their graduates.

Ensuring academic integrity requires a systematic approach that includes regulatory control, the formation of appropriate values among students and scientific and pedagogical staff, as well as the application of effective mechanisms for monitoring and preventing violations. Plagiarism, cheating, data fabrication and other forms of academic integrity undermine the reputation of education and have a negative impact on the overall level of knowledge.

Therefore, the study of the role of academic integrity as a key component of the quality of education is extremely relevant. This allows us to identify the main problems and challenges facing the educational system, as well as to develop effective ways to solve them.

LITERATURE REVIEW

The issue of academic integrity is studied in numerous scientific works that reflect both the theoretical foundations and practical aspects of its implementation in higher education. For example, I. Dotsenko (2022) emphasises that academic integrity is an essential component of ensuring the quality of education and professional training of students. In their work, G. Loban, M. Faustova, and Y. Chumak (2023) note that the implementation of integrity policies has a positive impact on the formation of responsible student behaviour and reduces the level of academic violations. A. Kharkivska and A. Prokopenko (2024) emphasise the importance of legislative acts regulating integrity at the state level. O. Slobodianiuk (2019) focuses on the role of teachers in promoting a culture of academic integrity, which helps to strengthen the moral values of students. Dyuhovanets O. (2024) discuss methods of preventing plagiarism, including the implementation of text-checking systems and academic writing training. In addition, researchers analyse the effectiveness of honour codes and internal policies of educational institutions in maintaining high standards of academic behaviour (Hrytsayenko L.M., 2022). Significant attention is paid to the formation of a transparent educational environment through the integration of ethical principles into the educational process (Ilichuk, L., 2021). O. Slobodianiuk (2019) and Varghese, N.V. (2023) highlight the experience of different countries in dealing with academic integrity and the impact of these measures on the quality of educational services. Ostrovska-Buhaychuk, I. M., Lazurina, N. P., Nikolenko, V. M. (2024) consider the role of digital technologies in monitoring academic integrity and preventing fraud in the educational process.

Eaton and Christensen Hughes (2020) provide a comprehensive overview of academic integrity within the Canadian higher education system. They highlight the importance of institutional commitment to ethical academic practices and discuss policy frameworks that support integrity. Their work underscores the necessity of a proactive approach to fostering a culture of honesty among students and faculty.

The increasing shift to online education has raised concerns about new forms of academic dishonesty. Dendir and Maxwell (2020) examine cheating in online courses, particularly through online proctoring systems. Their findings suggest that online learning environments present unique challenges, with increased opportunities for students to engage in dishonest behaviours. However, the authors also emphasize the role of technological interventions in detecting and deterring cheating.

A contemporary concern in academic integrity is the emergence of artificial intelligence tools like ChatGPT. Cotton, Cotton, and Shipway (2023) discuss the implications of AI-generated content on academic honesty. They argue that while AI tools can enhance learning experiences, they also introduce new ethical dilemmas related to plagiarism and authorship. Their study calls for educators to adapt assessment methods and emphasize critical thinking to maintain integrity in the AI era.

Bretag et al. (2013) focus on students' perceptions of academic integrity and their need for better guidance on ethical academic practices. Their survey-based study in Australia highlights that students often struggle with understanding proper citation and avoiding plagiarism. The authors advocate for clear instructional support, demonstrating that education on integrity should be embedded into the curriculum rather than addressed only through punitive measures.

Caldwell (2010) proposes a structured approach to promoting academic integrity within business schools. His ten-step model emphasizes ethical leadership, transparency, and active student engagement in integrity initiatives. Caldwell's work is particularly relevant for professional disciplines where ethical decision-making is crucial for future career success.

Therefore, the analysis of the literature shows the complex nature of the problem of academic integrity as a component of quality assurance in higher education and the need for further research in this area.

AIMS AND OBJECTIVES

The purpose of the article is to define the role of academic integrity as a key factor in ensuring the quality of higher education, to analyse the existing issues in this area and to develop recommendations for improving the level of integrity in the educational process.

Objectives of the article are:

- to explore the concept and basic principles of academic integrity;
- to analyse the impact of academic integrity on the quality of education;
- to propose modern mechanisms for ensuring academic integrity in higher education institutions.

METHODS

The following methods were used in the study: the method of systematic analysis, which was used to study conceptual approaches to the definition of 'academic integrity', as well as to analyse regulatory documents related to the regulation of academic integrity; the method of synthesis ensured the integration of various theoretical approaches and the formation of a holistic view of the role of academic integrity in ensuring the quality of higher education. The method of generalisation helped to formulate conclusions about the impact of academic integrity on high-quality higher education. The classification method was used to develop recommendations for improving academic integrity in higher education institutions. This made it possible to demonstrate the main ways of implementing measures to ensure academic integrity.

RESULTS

The basis for the development of any nation is its intellectual potential, in the formation of which a decisive role is played by high-quality modern higher education, forming professional staff, innovators and leaders capable of meeting the challenges of time and ensuring the sustainable development of the country. Ensuring the quality of higher education is a key component of the development of modern society, and it is important to realise that academic integrity plays a fundamental role in this.

The quality of higher education and academic integrity are complementary concepts, i.e., high quality education creates an environment in which ethical standards are maintained, and following the principles of academic integrity, in turn, ensures the reputation component and increases the credibility of higher education institutions. Academic integrity in research contributes to the creation of new knowledge that is the basis for quality teaching, and the quality of educational programmes, in turn, provides students with skills that they can apply in practice while maintaining ethics in their professional activities.

Academic integrity is the ethical foundation that defines ethical standards of behaviour and interaction in the academic environment, ensuring compliance with the principles of integrity, transparency, responsibility and respect for intellectual work. Without the proper level of dissemination and adherence to the principles of academic integrity, any quality assurance mechanisms become formal and lose their effectiveness.

Historically, the concept of academic integrity has developed in response to challenges related to plagiarism, falsification of research results and violation of ethical standards. The evolution of academic integrity reflects gradual changes in the awareness and implementation of the principles of integrity, transparency and responsibility in the educational environment. Over time, these issues have gained global significance as educational institutions have begun to recognise integrity as a foundation for high-quality education and research.

The current stage of the development of academic integrity is characterised by the implementation of digital technologies to prevent violations, the formation of national and international standards, and an emphasis on fostering an ethical culture among students and teachers. It is also important that academic integrity has become an indicator of the reputation of universities and the basis for trust in the educational system (Figure 1).

The integration of the principles of academic integrity in Ukraine began in 2014 with the adoption of the Law of Ukraine «On Higher Education», which declared the introduction of internal quality assurance systems in universities and defined the concept of 'academic integrity' at the legislative level for the first time. Since 2016, the first university policies on plagiarism prevention have been developed and implemented in domestic higher education institutions. In order to detect violations of academic integrity in a timely manner, electronic systems for checking texts for plagiarism, such as Unicheck and StrikePlagiarism, are being actively developed, and courses on academic integrity are being introduced in many universities.

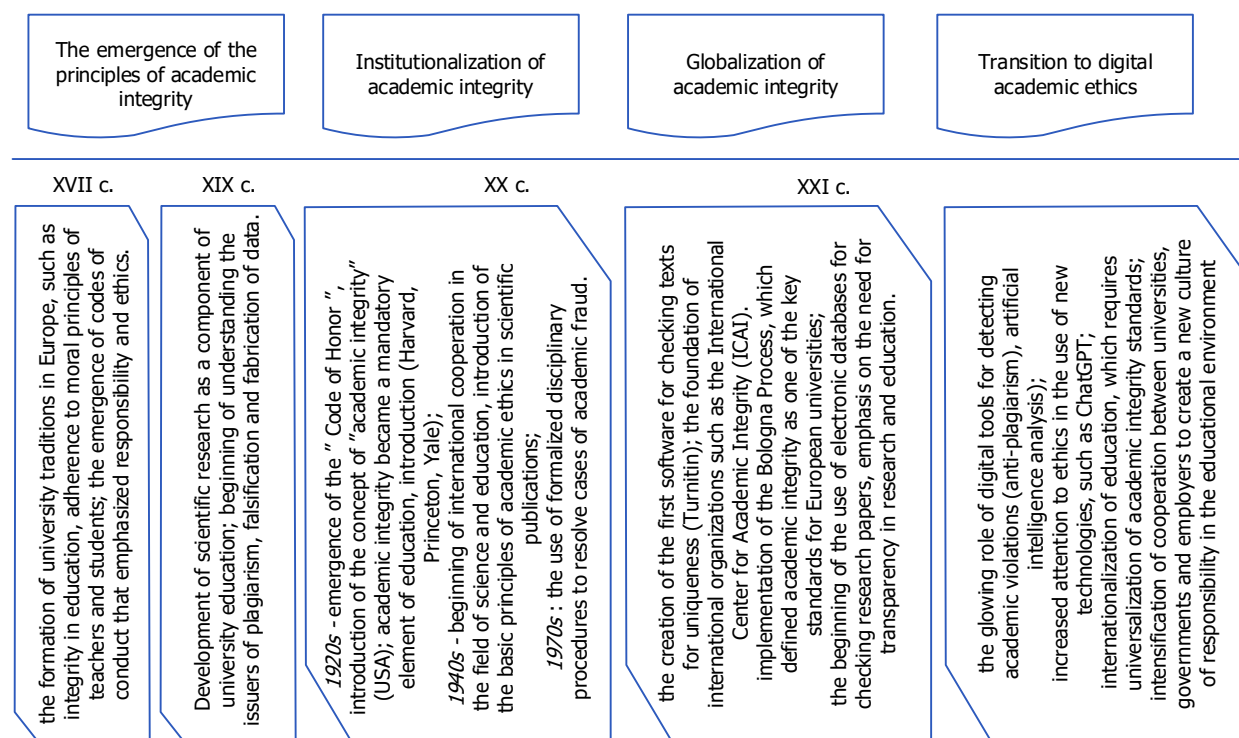


Figure 1. The evolution of academic integrity as an indicator of the reputation of universities in modern society.

According to the Law of Ukraine «On Academic Integrity», academic integrity is a set of ethical principles and rules of conducting academic activities, which are mandatory for all participants (subjects) of such activities and are aimed at ensuring confidence in the results of education, research and creativity.

The basis for ensuring efficiency and ethics in education and research are the fundamental values of academic integrity, which not only contribute to strengthening trust, honesty and respect in the academic environment but also ensure the development of the individual and society as a whole. The fundamental values of academic integrity are the basic principles that form the ethical basis of the educational and scientific process.

Analysing the fundamental principles of academic integrity, it should be noted that honesty is the basis of academic integrity, which implies avoiding cheating, plagiarism, falsification and other forms of dishonest behaviour. Integrity in education means that all participants in the educational process adhere to moral principles and perform tasks independently, recognising the contribution of other authors in their scientific work.

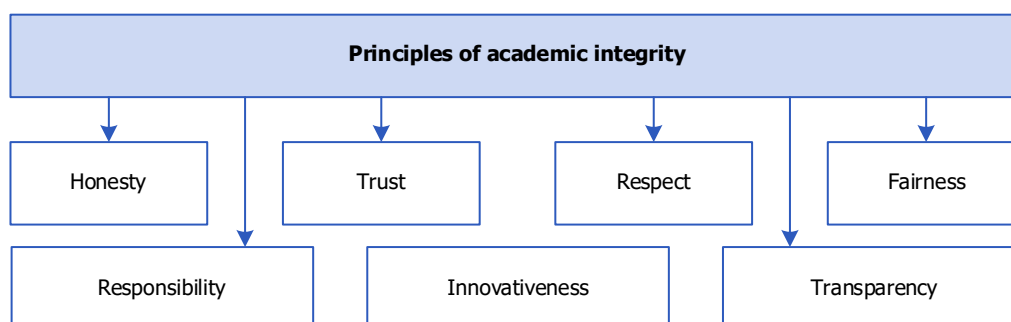


Figure 2. Fundamental principles of academic integrity developed by the authors based on the analysis of the source. (Source: compiled by the authors on the basis of Dotsenko I., 2022; Slobodianiuk O., 2019)

Trust is the basis for effective interaction in the academic environment. The cooperation of the academic community should be based on mutual trust between students, teachers and researchers. Only with trust is it possible to share knowledge openly and cooperate constructively.

Fairness is the principle that ensures equality in access to knowledge and objective assessment of learning outcomes. Fairness ensures that all participants in the educational process have equal opportunities for learning and that their achievements are assessed in accordance with established criteria.

Responsibility - each participant in the educational process is responsible for their actions and their consequences. This applies to both the conscientious performance of tasks and compliance with the rules of academic integrity. Responsibility also means maintaining the reputation of the educational institution and contributing to its development.

Transparency - the academic process should be open, which promotes mutual understanding and prevents conflicts. Transparency is ensured through clear assessment procedures, public disclosure of learning requirements, and adherence to ethical standards in teaching and research.

Respect is an important principle that implies a tolerant attitude towards the opinions, studies and works of other members of the academic community. Respect promotes open dialogue, maintains academic ethics, and develops a productive scientific environment.

Innovativeness - academic integrity includes encouraging critical thinking, creativity and independent search for new knowledge. The educational process should promote the development of innovative approaches to teaching and research, which improves the quality of education.

The Law of Ukraine «On Education» defines the following types of violations of academic integrity (Table 1).

Table 1. Types of academic integrity violations according to the Law of Ukraine «On Education». (Source: The Law of Ukraine «On Education», 2017)

Types of violation	The content of academic integrity violations
Academic plagiarism	publishing (in part or in full) scientific (creative) results obtained by other persons as the results of their own research (creativity) and/or reproducing published texts (published works of art) of other authors without indicating authorship
Self-plagiarism	publishing (in part or in full) their own previously published scientific results as new scientific results
Fabrication	inventing data or facts used in the educational process or scientific research
Falsification	deliberate alteration or modification of existing data relating to the educational process or scientific research
Cheating	performing written work with the involvement of external sources of information other than those permitted for use, in particular in the assessment of learning outcomes
Deception	providing deliberately false information about own educational (scientific, creative) activities or the organisation of the educational process; forms of deception include, in particular, academic plagiarism, self-plagiarism, fabrication, falsification and cheating
Bribery	provision (receipt) by a participant of the educational process or an offer to provide (receive) funds, property, services, benefits or any other material or non-material goods in order to obtain an undue advantage in the educational process
Biased assessment	deliberate overestimation or underestimation of the learning outcomes of students
	providing assistance or creating obstacles to students during the assessment of their learning outcomes that are not provided for by the conditions and/or procedures for such assessment
	influence in any form (request, persuasion, instruction, threat, coercion, etc.) on a teaching (scientific and pedagogical) employee in order to carry out a biased assessment of learning outcomes

One of the key elements of the internal quality assurance system in higher education institutions is the university system of academic integrity. It sets standards of educational and research activities for students and teachers based on the principles of academic ethics. Adherence to academic integrity directly affects the quality of education, as it is based on fundamental values that shape the culture of behaviour of all participants in the educational process. In the context of globalisation, a high level of education is the key to the successful functioning of universities and their dynamic development in accordance to the mission and values of the institution.

According to the Law of Ukraine «On Higher Education» (2014), the system of ensuring the quality of the educational process and the quality of higher education by higher education institutions provides for “ensuring compliance with academic integrity by employees of higher education institutions and higher education students, including the creation and operation of an effective system for preventing and detecting academic plagiarism”.

However, despite the active implementation of academic integrity standards in higher education, universities face a number of challenges that make it difficult to effectively comply with its principles.

Plagiarism remains one of the biggest threats to academic integrity. Despite the implementation of anti-plagiarism systems, students and even professors often find ways to circumvent such checks. The main causes of academic plagiarism include:

- lack of motivation to study independently - many students use ready-made papers due to high workload or lack of time;
- low efficiency of control - sometimes teachers do not pay enough attention to checking papers for plagiarism or do not formally use anti-plagiarism systems.

Self-plagiarism also remains a problem when students or researchers submit the same work several times without properly updating or citing previous publications.

Another problem is the artificial creation or alteration of scientific data to obtain the desired results. Falsification of research results can have serious consequences, as it distorts scientific knowledge and affects further research. Researchers can falsify research results for a number of reasons, the main ones being the desire to get a quick scientific result, pressure from scientific rankings and publication requirements, and lack of proper control by university academic integrity commissions.

Recently, the popularity of custom academic writing services has increased significantly. In many countries, such services are illegal, but they continue to operate thanks to online services and the anonymity of customers. Students may order papers due to a high level of academic workload, lack of understanding of the topic or lack of proper research skills, as well as the absence of strict sanctions for using other people's work.

Despite the development of technology, many universities still have limited resources for digital control of academic integrity. The main problems include: the lack of unified national platforms for checking papers for plagiarism, insufficient integration of anti-plagiarism services into the system of student work evaluation, and a lack of funding for the implementation of modern academic integrity checking systems.

The use of artificial intelligence to check papers, analyze exam answers, and detect suspicious patterns in answers could significantly improve the situation.

One of the most challenging problems is the lack of awareness of the importance of academic integrity among students and teachers. Some professors take a formal approach to checking academic papers, fail to conduct educational conversations about the importance of integrity, and do not take sufficient action against violators.

Therefore, the question arises of developing and implementing practical measures that will help not only to declare but also to effectively implement the principles of academic integrity in the academic environment.

In our opinion, the main areas of ensuring academic integrity are the following: development of Codes of Academic Integrity, application of plagiarism prevention systems, teaching of specialized educational components, activities of ethics commissions, signing of the Declaration on Academic Integrity (Figure 3).

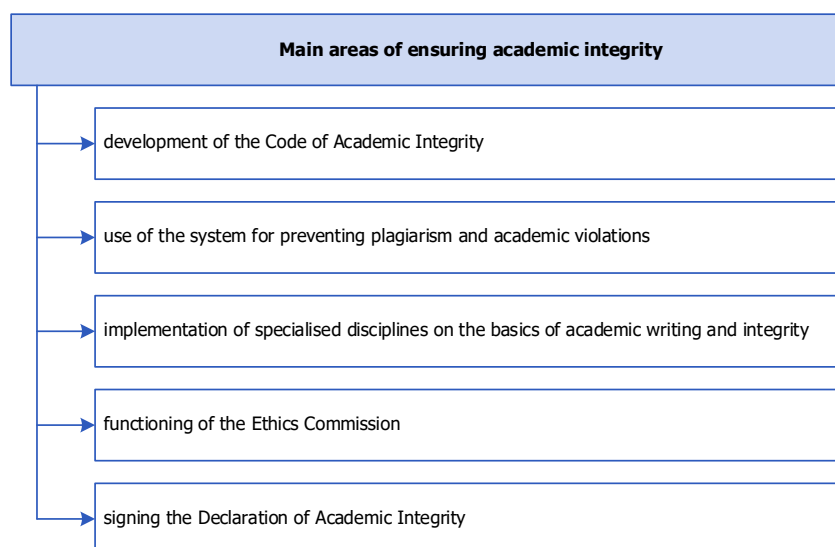


Figure 3. Main areas of ensuring academic integrity. (Source: compiled by the authors on the basis of Dotsenko I., 2022; Dyuhovanets O., 2024; Ostrovska-Buhaychuk, I. M., Lazurina, N. P., Nikolenko, V. M., 2024).

Higher education institutions are required to have an internal system of quality assurance of higher education, which includes an approved policy of ensuring compliance with academic integrity by participants in the educational process (code of academic integrity).

The Code of Academic Integrity is a key document that defines the ethical principles of the educational process and regulates the behaviour of all members of the academic community. It establishes clear rules for adherence to the principles of honesty, responsibility, transparency, and respect for intellectual property. Compliance with these norms is mandatory for teachers, students, and researchers, which contributes to the formation of a culture of academic responsibility. At the same time, the effectiveness of the code is significantly increased if it is actually implemented and supported by educational institutions. It is important not only to monitor compliance with the rules but also to create a favourable environment in which academic integrity is perceived as a natural part of learning and research. A motivation system that encourages students to be proactive and actively participate in the development of academic culture plays a significant role in this. The use of innovative educational methods and the creation of a space for open dialogue contribute to the realization of the importance of these principles. Thus, the code of academic integrity becomes not only a regulatory act but also an effective tool for creating an honest and responsible learning environment.

To ensure academic integrity at the university, it is necessary to implement a comprehensive system of measures aimed at preventing plagiarism and other academic misconduct. This system should include the use of specialized software, the organization of effective control over the independence of students' and researchers' work, as well as training on the correct use of sources and citation rules. One of the main control tools is automated systems for checking papers for plagiarism. They allow for the analysis of texts for matches with open and closed databases, scientific publications, university archives, etc. Developed countries are actively using technological tools to combat academic integrity violations, implementing national and institutional control policies and fostering a culture of integrity among students and faculty.

In many countries, checking academic papers for plagiarism has become a mandatory part of the educational process. Universities in the United States, Canada, the United Kingdom, Germany, Australia, and other countries are actively using software to detect borrowings in academic papers. The most popular systems are Turnitin, Unicheck, and Grammarly. These services analyze texts, and compare them with international databases, university archives, and open access publications.

For example, in the United States, Turnitin is a standard for all universities. It not only checks the text for plagiarism but also offers tools for developing academic writing skills by providing feedback to students on their mistakes. To prevent academic violations, the university should implement mechanisms to control the independence of work, including mandatory plagiarism checks before grading. Other important measures include the defence of term papers, diploma and dissertation papers in the form of presentations and verbal discussions, as well as the use of testing and interviews to check knowledge. In addition, a ban on the use of custom academic writing services should be introduced. Since plagiarism often occurs due to insufficient knowledge of the rules of citation, the university should introduce awareness-raising measures to prevent it. In particular, it is necessary to organise courses and trainings on academic writing, develop guidelines, and conduct practical exercises on citation analysis. An important addition will be to provide access to electronic libraries and scientific databases, which will facilitate the use of quality sources in research. A comprehensive approach to preventing plagiarism and academic violations includes technical, administrative and educational measures. The use of software to check texts, strict control over the independence of work, and teaching students the rules of academic integrity will help to create a culture of honest learning and research in higher educational institutions.

Considerable attention is paid to the prevention of academic integrity violations through educational activities. Many universities are implementing online courses on academic integrity that are mandatory for students and faculty.

For example, in Canada, universities such as the University of Toronto and McGill University include separate modules on academic integrity in their curricula. They contain instructions on proper citation, recognizing academic misconduct, and using verified sources of information.

In the United Kingdom, Oxford University and Cambridge University have developed interactive platforms for students that explain the principles of academic integrity and help them avoid unintentional plagiarism.

One of the notable examples of successfully implementing academic integrity at Sumy State University is the course "Social and Political Studies", which incorporates the module "Anti-Corruption and Integrity". This module introduces students to fundamental concepts, principles, and norms of academic integrity, fostering a deep understanding of ethical behaviour in education and research. Through interactive learning methods, students explore various forms of academic misconduct, their consequences, and the importance of maintaining honesty in their academic activities. The course not only raises awareness but also equips students with practical skills to uphold academic standards in their studies. By engaging in

discussions, case studies, and real-life scenarios, students develop critical thinking and ethical decision-making abilities. Furthermore, the inclusion of anti-corruption topics broadens their perspective on integrity beyond the academic sphere, highlighting its significance in professional and societal contexts. This comprehensive approach ensures that students internalize integrity as a core value, contributing to the university's broader mission of fostering responsible and ethical professionals. The creation of ethics committees at universities is an important step in ensuring academic integrity and fostering a culture of integrity. Such commissions review cases of violations, analyse complex ethical situations and promote fair resolution of conflicts in the educational process. They also play a key role in the development and implementation of policies to prevent plagiarism, unethical behaviour and manipulation of assessments. In addition, ethics commissions conduct educational initiatives to help students and faculty better understand the principles of academic integrity. The presence of such institutions at the university increases trust in the academic community, ensuring transparency and fairness in all aspects of educational and research activities.

The signing of the Declaration on Academic Integrity by all members of the academic community serves as a fundamental tool in fostering a responsible and transparent educational environment. This document formalizes the commitment of students, teachers, and researchers to uphold the principles of integrity, objectivity, and respect for intellectual property. By signing the declaration, each participant acknowledges their personal responsibility to adhere to academic standards, ensuring the avoidance of plagiarism, falsification, data fabrication, and copyright infringement. Moreover, the declaration plays a crucial role in strengthening trust within the university community by establishing uniform and clear rules for all. Its implementation not only mitigates academic misconduct but also nurtures a culture of honesty that positively influences the overall quality of education and research. To maximize its impact, universities should go beyond merely requiring its signing and actively engage in educational initiatives that promote awareness and understanding of academic integrity. Workshops, discussions, and real-world examples can help students and faculty internalize the importance of ethical conduct. In this way, the Declaration evolves from a procedural requirement into a powerful instrument for sustaining high academic and research standards.

DISCUSSION

The problem of academic integrity remains one of the key issues in the modern system of higher education, causing active discussions among scientists, teachers and students. This study differs from previous research by offering a comprehensive and systematic analysis of academic integrity in higher education, integrating historical perspectives, current trends, and future challenges. The novelty of the article lies in: a detailed examination of the evolution of academic integrity, highlighting its transformation in response to technological advancements and globalization, and the identification of key mechanisms for ensuring academic integrity. It's necessary to mention that the article discusses various approaches to ensuring academic integrity, but the question of their effectiveness and real impact on the quality of education remains open.

Some researchers emphasize that the formation of a virtuous educational environment is possible only with the full support of both the university administration and the student community. At the same time, other authors draw attention to the risks of a formal approach to implementing integrity mechanisms, when integrity codes or plagiarism-checking systems are used as a means of control rather than as a way to foster a responsible attitude to the educational process.

The discussion also raises the issue of the impact of digital technologies on academic integrity. On the one hand, automated plagiarism checking systems help to reduce the level of violations, but on the other hand, there is a risk of abuse when technical tools become a decisive factor rather than a part of a comprehensive work on the formation of ethical standards.

Therefore, the debate on academic integrity remains open, and further research should be aimed at finding the most effective strategies for its implementation in the higher education system, taking into account both national peculiarities and international experience.

CONCLUSIONS

The study confirmed the important role of academic integrity as a key factor in ensuring the quality of higher education. The purpose of the article, which was to define this role, analyze existing problems and develop recommendations for improving the level of integrity in the educational process, was achieved.

The study reveals the concept and basic principles of academic integrity, which became the basis for further analysis of its impact on the quality of education. It is determined that adherence to the principles of honesty, trust, fairness, respect

and responsibility is critical for creating a quality educational environment, increasing confidence in learning outcomes and ensuring the competitiveness of graduates in the labour market.

The analysis of the impact of academic integrity on the quality of education has shown its direct connection with the development of critical thinking, independence, responsibility and lifelong learning among students. Failure to comply with the principles of integrity, on the contrary, leads to a decrease in the level of knowledge, devaluation of diplomas and undermining the authority of higher education institutions.

The article proposes a number of modern mechanisms to ensure academic integrity in higher education institutions. Among them, special attention is paid to the introduction of clear codes of academic ethics, the use of technological solutions to detect plagiarism, the introduction of special disciplines on academic writing and integrity, the creation of effective systems for responding to violations, and the signing of declarations of academic integrity.

Despite the results achieved, the study opens up areas for further research. In particular, the following are relevant: a detailed study of the impact of various factors (socio-economic, cultural, institutional) on the level of academic integrity among students and academic staff; development and empirical evaluation of the effectiveness of various models of implementation and support of academic integrity in higher education institutions, taking into account their specifics.

ADDITIONAL INFORMATION

AUTHOR CONTRIBUTIONS

All authors have contributed equally.

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CONFLICT OF INTEREST

The Authors declare that there is no conflict of interest.

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АКАДЕМІЧНА ДОБРОЧЕСНІСТЬ ЯК ВИЗНАЧАЛЬНИЙ ЧИННИК ЗАБЕЗПЕЧЕННЯ ЯКОСТІ ВИЩОЇ ОСВІТИ

Метою дослідження є визначення ролі академічної доброчесності як ключового чинника забезпечення якості вищої освіти, аналіз існуючих у цій царині проблем і розробка рекомендацій щодо підвищення рівня доброчесності в освітньому процесі.

У роботі проведено аналіз принципів академічної доброчесності та її впливу на якість освітніх процесів. Виявлено, що ефективне впровадження політики доброчесності сприяє зниженню рівня академічних порушень, підвищенню довіри до освітніх закладів і покращенню репутації університетів. Розглянуто основні механізми забезпечення академічної доброчесності, серед яких нормативно-правове регулювання, цифрові технології для перевірки плагіату, освітні програми з академічного письма та створення етичних комісій.

Академічна доброчесність є необхідною складовою якісної освіти, що забезпечує відповідальність, прозорість і чесність освітнього процесу. Запобігання плагіату, фальсифікації та іншим порушенням можливе лише за умови комплексного підходу, який включає й превентивні заходи, і відповідальність за недотримання етичних норм. Подальші дослідження мають бути спрямовані на вдосконалення механізмів контролю та виховання культури доброчесності серед студентів і викладачів.

Ключові слова: академічна доброчесність, освіта, якість освіти, плагіат, фальсифікація, академічна етика, освітні стандарти, етичні принципи, прозорість в освіті

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