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Prospects for overcoming academic dishonesty in Ukraine in order to eliminate corruption and shadow schemes

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Abstract

Relevance. The relevance of the study is determined by the multidimensionality of academic integrity and the need to observe it. Since the scientific field is increasingly faced with plagiarism, custom texts when someone else's thoughts are passed off as one's own. The development of academic integrity is important for the elimination of corruption in the educational sphere. Therefore, it is important to find perspectives for its reconstruction.

Purpose. The purpose of the research work is to define the concept of academic integrity and find ways to transform the education system in Ukraine without "shadow" schemes and corruption.

Methodology. The methodological basis of the article consists of a systematic analysis of the types of academic dishonesty of participants in the educational process and an analytical one, which consists of the study of the development of academic integrity in the educational environment, and the search for prospects for restructuring the education of Ukraine to eliminate corruption schemes through a comparative analysis of the ways of implementation.

Results. The result of the study is a comprehensive analysis of the regulatory framework and legislation that regulates the strengthening of academic integrity in Ukraine. The work examines the problem of violation of ethical norms in the field of education and suggests ways to eliminate corruption in the educational institutions of Ukraine.

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Conclusions. One of the prospects for restructuring the education system is the implementation of ethical codes in the educational space. The practical value of the results of scientific research is determined by their further implementation and implementation in the educational environment and is important for participants in the modern educational process.

Keywords: academic violations; ethical standards in education; corruption in the educational sphere; educational process; plagiarism; Code of ethics.

Introduction

The functioning of the education system is one of the main indicators of the country's potential, where the effectiveness of educational activities depends on the targeted management of the educational process. Today's crisis conditions and political and socio-economic processes require the participants of the educational environment to continuously improve their own ethical principles in the conditions of the global development of information technologies and free access to various intellectual property products. An effective tool for ensuring the quality of education is academic integrity, which is based on the fundamental values of justice, honesty, respect, responsibility, and trust [1]. The implementation and implementation of international academic standards is an urgent direction of modern Ukrainian society, which is gaining enormous importance in the conditions of European integration and globalization in the field of education and science. For Ukrainian society, the development of a new academic culture began with the implementation of the Project "Strengthening Academic Integrity in Ukraine" (2016-2019), which brought together 15 higher education institutions with the aim of fostering academic integrity among students, and the Project "Strengthening Academic Integrity in Secondary Schools" (2017-2019), designed to introduce academic culture into secondary schools of the country. The implemented projects were based on the improvement of Ukrainian education based on the foundations of morality and ethics, the promotion of the idea of academic honesty, its meaning, role, and practical value for obtaining quality education [2].

The introduction of the provision of academic integrity presupposes compliance with the principles of honest learning and scientific work in the educational space on the part of educators and students of education. The concept of integrity encompasses the idea of ethical and moral principles, as well as the spiritual basis of life, and involves the use of these norms in the educational process. Intellectual honesty, which is the basis of the classical concept of the educational process, is the moral quality of the individual that acts as a source of academic integrity and begins to be formed in childhood through the development of mental abilities, physical strength, and moral stability of a person [3]. From September 5, 2017, the concept of academic integrity at the state level was defined by Law of Ukraine No. 38-39 "On Education" (in Article 42) [4], and from 28.09.2017 Law of Ukraine No. 37-38 "On Higher Education" [5], that outlines academic integrity as a set of ethical principles and rules that are defined by law and that all participants in the educational space must adhere to in learning, teaching, and scientific activities to ensure trust in the results of achievements in the educational process.

Studying the problem of academic integrity, V. Satsyk [3] notes that it is an interdisciplinary category with rules

and norms of human behavior and a complex of its moral, cultural, educational, and educational factors that determine the ability of an individual and his desire to counteract academic dishonesty, the manifestations of which the author sees in fabrication or falsification of data, bribery, academic sabotage, fraud, dishonesty, and plagiarism. The study of the American scientists T.S. Manly *et al.* [6] on the problem of academic integrity is based on the idea of fundamental values of respect and responsibility, where the reliability of information sources in the conditions of the rapid development of the Internet environment, as well as the academic ethics of users and the culture of their information search, is of particular importance. The process of finding information is facilitated by the intensive computerization of modern society, which significantly expands the space for obtaining the necessary experience and new information, where the fight against academic dishonesty takes on a global level [7].

Adherence to academic integrity in the educational process is an important criterion for the quality of education and indicates qualitative changes in the culture of society, which makes it possible to respond in time and adequately to the manifestation of corruption and shady schemes in educational institutions, the consequences of which are long-term, create the foundation for further entrenchment of fraud and cause irreparable damage that inhibits innovative growth and economic development of the country [8]. The application of the world experience of anti-corruption practices in the field of education is an important step in the fight against academic dishonesty, where raising the professional level of educators and raising the fundamental values of education seekers will provide the prospect of overcoming corruption in the educational environment. Achieving sustainable results in the implementation of norms of academic integrity is possible only in the conditions of their observance by all participants of the educational process, and the mechanism for countering academic dishonesty is the use of anti-plagiarism systems, the creation of institutional repositories, compliance with the Code of Ethics of the educational institution, and the formation of responsible behavior of the participants of the educational process [9]. For modern Ukrainian education, the topic of academic integrity and the search for ways to overcome corruption in the educational environment reflects the relevance of scientific research and provides for the further use of the obtained results to prevent and counter shady schemes in educational institutions.

The purpose of the research work is to define the concept of academic integrity and find ways to transform the education system in Ukraine without "shadow" schemes and corruption.

Materials and Methods

The basis of the methodological approach in the study of the origins of academic dishonesty is a qualitative combination of methods of systematic analysis of the problem of violation of ethical principles in the educational field, the generalization of previous experience in the study of the conscious formation of fundamental values, and the synthesis of the development of responsible behavior of participants in the educational process on the way to overcoming corruption in the education system. Scientific research involves finding effective ways to eliminate corruption and shadow schemes in educational institutions of Ukraine and determining an effective method of restructuring the education system by the development of a conscious attitude of the individual to social tasks, norms, and values in the educational environment. The conduct of this scientific research was implemented based on the preliminary compilation of a theoretical information base, which became the foundation for further research on the problem of academic dishonesty in Ukrainian educational institutions. The theoretical analysis of the topic of the research work made it possible to analyze the many years of experience in studying academic integrity, the reasons for its violation, and the ways of combating plagiarism, academic deception, non-objective evaluation, bribery, fabrication, and falsification in the educational space, both from the side of education seekers, as well as from the teaching staff and administration of educational institutions.

The structure of the conducted scientific work is determined by the defined goal and was carried out in three stages. The first stage involved the preparation of a theoretical information base, the definition, and the analysis which formed the main foundation for further scientific research. As a result of the analysis of pedagogical and psychological literature on the topic of the origins of academic dishonesty, the main questions and concepts of the research problem are substantiated, which are designed to effectively and qualitatively solve the question of violation of academic integrity and to determine ways of countering corruption schemes in the educational space.

In the second stage of scientific research, an analytical study of ways to overcome shadow schemes in educational institutions and ways of combating corruption was carried out to restructure the education system through the development of the academic integrity of participants in the educational process. In addition, at this stage, an analytical comparison of the obtained results with the results and conclusions of other scientists, who were engaged in the practical development of the problem of academic dishonesty and ways of solving it, was carried out, which contributed to the concretization of the results obtained during the conduct of scientific research in the specified ways of anti-corruption directions in education and expansion prospects of scientific research on the problem of academic dishonesty.

The final stage of research work will allow us to formulate the final conclusions of the theoretical and experimental stages of the research. The obtained results of the study of the origins of academic dishonesty and ways of countering corruption in the education system, and accordingly, the conclusions formulated on its basis, can

be used in the perspective of further scientific research as an effective scientific base for studying the violation of academic integrity, the reasons for its development and ways to overcome it in order to prevent and counteracting corruption and shadow schemes in educational institutions of Ukraine.

Results

The analysis of scientific research on academic dishonesty and ways to eliminate corruption in the education sector shows that the outlined problem has been studied for many years by scientists, but in recent years the issue of academic integrity in Ukraine is one of the most relevant in the field of education, and since 2017, it began to be regulated at the state level. An important aspect of the fight against academic dishonesty is the creation, support, improvement, and further development of a system of means of countering academic dishonesty, explaining to the participants of the educational process the consequences of violating academic integrity, and developing fundamental values in them that will contribute to individual success and the formation of responsible behavior in an educational environment.

Article 42 Law of Ukraine No. 38-39 “On Education” [4] identified violations of academic integrity, which include academic plagiarism, self-plagiarism, fabrication of facts, falsification of data, writing off, provision of false information (deception), bribery, biased evaluation, provision of unanticipated benefits and leniency in evaluation, influence in any form on a pedagogical worker to obtain an unbiased assessment of knowledge. The legislative document also defines responsibility for academic dishonesty, which provides educators with the refusal to award a title or degree, or its deprivation, as well as deprivation of the right to hold a certain position. For education seekers, responsibility for breach of integrity Law of Ukraine No. 38-39 “On Education” [4] provides for expulsion from the educational institution, deprivation of a scholarship, tuition benefits provided by the institution, retaking a certain component of the educational program, or retaking the assessment. Responsibility for academic dishonesty is determined by the laws and internal regulations of the educational institution, which are approved by the pedagogical council and agreed with the self-governing bodies of the students of education. Observance of academic integrity is regulated at the legislative level, therefore liability is provided for the inactivity of the educational institution regarding the academic dishonesty of the participants of the educational process.

In recent years, the implementation of a legislative initiative to combat corruption in educational institutions has led to the desire of educators and students of education to create internal Codes of Ethics in educational institutions with norms and rules designed to eliminate corruption and shady schemes, because the rapid development of information and communication technologies together with free access to them, leads to uncontrolled copying and use of intellectual property scientific products. The analyzed scientific sources of N.G. Sorokina *et al.* [1], V. Satsyk [3], and T.S. Manly *et al.* [6] indicate that a necessary step in solving the issue of academic dishonesty is the improvement of information

culture, which should be implemented starting in general educational institutions of secondary education, and further supported in higher educational institutions (HEIs) and during professional activity. The development of mental abilities, physical strength, and moral stability is the idea of the classical education system; therefore, the criterion of morality is preceded by intellectual honesty, which is basic in modern education. The improvement and spread of information technologies contribute to the increase of cases of various types of fraud in the educational process, which affects the quality of education and spreads the general level of corruption in the educational environment and is characterized by the destructive formation of moral and value orientations of young people, and promotes a tolerant attitude towards shady schemes. However, it is precisely the rapid informatization of modern society that enables citizens to actively discuss cases of abuse of the official position of educators, bribery, and plagiarism by participants in the educational process, which highlights the urgent need to combat corruption at various levels [10].

Application of anti-corruption measures provided for in Law of Ukraine No. 41 “On amendments to some legislative acts of Ukraine on liability for corruption offenses” [11], is a critically important aspect of coverage among the participants of the educational process, because, despite the significant legislative steps taken to fight corruption, this problem remains relevant in Ukrainian society. The analyzed previous scientific studies of Ukrainian and American researchers indicate that the reasons for the violation of academic integrity and the use of various shadow schemes in the education system can be grouped into three groups. The first includes material and legal reasons, such as the low level of pay for education

workers, the limited number of budgetary places, and the imperfection of the legislative system in the education sector in terms of combating and preventing corruption. The second group consists of psychological aspects, which reflect the disappointment of educators in the educational process in connection with the relevant conditions of the Bologna system, and the lack of a respectful attitude towards pedagogical activity. On the part of those seeking education, academic dishonesty is preceded by an overload of educational material, a search for easy ways to obtain positive grades, and a lack of awareness of the importance of acquired knowledge and professional competence. The third group includes low social guarantees, in particular insufficient legal and social protection of educators [1].

A significant step in maintaining academic integrity and preventing its violation is to promote the creation of a nationwide system for ensuring the quality of education. The antidote to academic dishonesty consists in the use of competently developed software for the detection of plagiarism and the evaluation of scientific products before replication, the creation of academic repositories with a database of scientific texts, the integration into educational programs of the latest educational units in accordance with the modernized standards of academic writing, the introduction of social ideas to combat plagiarism and the promotion cultural ethics [12]. Given the conducted analytical research, the results of the scientific work were systematized and a scheme of prevention and ways of countering academic dishonesty was drawn up (Table 1) according to each type of violation, which made it possible to look in more detail at the prospect of solving the problem of academic dishonesty in the education system.

Table 1. Ways of combating academic dishonesty

Types of violations	Countermeasures
Academic plagiarism. Publishing and appropriating scientific results that are intellectual property and the result of another person's research, or reproduction of results or text without indicating the author.	A plagiarism detection system (software); creation of academic repositories with a database of scientific texts; instilling ethical norms and social ideas regarding the fight against plagiarism.
Self-plagiarism. Publication of own results that were previously published as new.	Increasing cultural norms and forming responsible behavior; using the anti-plagiarism system for plagiarism and rewriting.
Fabrication. Deliberately created (invented) facts or data that are used in scientific research or the educational process.	Increasing written competence; use of the anti-plagiarism system; implementation of ethical codes in the educational environment.
Falsification. Deliberate alteration or modification of known data related to scientific works, academic research, or the educational process.	Increasing cultural norms and forming responsible behavior; increasing written awareness and competence.
Writing off. Carrying out work using external information sources (other than permitted) during training and evaluation.	Increasing written competence; development of responsible behavior; formation of professional ethics.
Deception. False statements or information about oneself, one's own scientific activity, and the organization of the educational process. Cheating also includes academic plagiarism, self-plagiarism, fabrication, falsification, and plagiarism	Creation of academic repositories with a database of scientific texts; instilling ethical norms and social ideas regarding the fight against plagiarism; use of the anti-plagiarism system for plagiarism and rewriting; development of responsible behavior; formation of professional ethics.

Bribery. Receiving or providing material (money, property) or non-material (services, benefits) offers by a participant in the educational process to obtain an unfair advantage in the educational process.	Creation and implementation of the Code of Academic Integrity and its regulation at the educational institution level and by Law of Ukraine No. 38-39 “On Education”; Appeal to the National Agency for Prevention of Corruption with a recording of illegal actions; awareness of the consequences and responsibility of violating academic integrity.
Non-objective assessment. A conscious change in the assessment of the student's learning outcome.	Educators' awareness of the consequences of illegal actions and responsibility for their violations, which are regulated by the Code of Academic Integrity of the educational institution.
False co-authorship. Unlawful inclusion in the co-authorship of scientific research or methodological work of persons who did not participate in its creation.	Development of conscious responsible behavior, ethical and moral principles, and professional competence; awareness of the consequences and responsibility for academic dishonesty, which is regulated by the legislative bodies of Ukraine.

Source: compiled by the authors.

The formation of academic integrity within the framework of a separate educational institution is a complex and long-term process, but the application of anti-corruption practices of European experience contributes to the creation of regulatory and legal support for the educational process, ensuring free access to financial information of educational institutions and introducing annual reports on the official websites of educational institutions, which contribute to transparent functioning of educational institutions [9]. The introduction of ethical codes in educational institutions is an important step in improving the quality of the provision of educational services and the development of academic integrity, where the rules of conduct of the scientific community are clearly defined, the scope of violations is outlined, and responsibility for violations of the rules and regulations of the statute is provided. [13]. In other words, the Code of Academic Integrity is a summary of certain moral and ethical rules and norms of social behavior of educators and students of education, which are based on the acquired experience of the academic activity of the educational institution, the value orientations of the participants of the educational process, their ideals and worldview by the academic community.

Starting in 2017 from the approval of Law of Ukraine No. 38-39 “On Education” [4] The Ministry of Education and Science of Ukraine (MES) developed and implemented anti-corruption programs during 2017, 2018-2020, and 2021-2023 [14]. This program has been updated and supplemented twice by the modern conditions of the European integration of Ukrainian society, as well as the global informatization of society, which makes certain corrections to the provision and use of information from freely accessible sources. The purpose of the implementation of the program was to ensure compliance with the anti-corruption legislation by implementing the principles of departmental policy in the prevention and counteraction of corruption in the educational space and about measures aimed at anti-corruption violations, as well as to introduce a set of auxiliary measures to prevent corruption and reduce risks in activities MES, educational institutions, and other organizations that provide educational services and belong to the sphere of MES management. In addition, the program envisages conducting training in the period 2021-2023 on the dissemination of information on combating corruption among educators. The obtained results indicate that academic dishonesty is a problem of a systemic nature and

its solution requires integral changes that will occur together with the formation of a system for ensuring the quality of education in Ukraine and measures related to the development of moral and ethical qualities of participants in the educational process.

Discussion

One of the pressing problems in the field of education in Ukrainian society is the issue of corruption, where in the context of fighting it, integrity is a necessary component of the moral and ethical activity of participants in the educational process. The effectiveness of combating corruption schemes in the education sector depends on a detailed justification of the grounds and analysis of the motives and causes of corruption. A clear understanding of the essence of corruption contributes to the formation of the strategy of anti-corruption activities, the definition of goals, and the choice of means of overcoming it [15]. Law of Ukraine No. 49 “On prevention of corruption” [16] interprets this phenomenon as a violation of the powers or opportunities granted by the state to obtain an illegal benefit, accepting such a benefit or offer or giving it to another person, or inciting this person to illegal actions to use official powers. The reference document United Nations Convention against Corruption [17] on the international fight against corruption defines this concept as the abuse of state power to obtain benefits for personal purposes. A large explanatory dictionary of the modern Ukrainian language explains corruption as the use of one's official position for personal enrichment, as well as bribery and corruption of officials, government officials, and public figures [18]. The coverage of the problems of criminal corruption in Ukraine and the improvement of Ukrainian legislation are presented in the scientific collections of V.Ya. Tatsiy *et al.* [19]. Some aspects of corruption and criminal behavior are defined in scientific research on criminal law and criminology in the works of T. Krushelnyska [20], and certain issues of the problem of anti-corruption crime are highlighted in the scientific works of O.G. Kalman [21].

In the scientific works of P.S. Heyneman [22], D. Waite & D. Allen [23] corruption schemes in education are mostly considered from the side of funding and provision of educational institutions. However, the authors proposed ways to overcome corruption not only at the state level, but also at the level of the internal education system of a certain educational institution, which is aimed at countering the misconduct of education seekers and educators, namely the

implementation of structural reforms to reduce corruption, improve the review, interpretation, and definition of academic dishonesty, taking the necessary measures to effectively prevent corruption, and introducing sanctions related to the punishment of violations of academic integrity. Despite a large number of definitions of the term corruption, the accuracy of this concept remains lacking at present. Analysis of scientific sources [13; 20; 24-27] indicates that the problem of corruption is most often considered from the standpoint of political, economic, criminal, and legal components, but it is mostly a social phenomenon, and therefore, in order to find ways to overcome it, it is necessary to use an interdisciplinary approach and determine its essence from an educational standpoint as well for its effective elimination and prevention in the field of education.

Research by W.D. Chapman [28] and S. Heynemann [29] on anti-corruption issues, point to the content of corruption as a socially determined problem that has a negative impact on society, is studied at the international level, and is adapted to modern times at economic, political, psychological and moral aspects. Therefore, it is expedient to consider anti-corruption as the education of conscious behavior among citizens, laying the foundations of ethical principles and promoting the development of fundamental personal values in the formation of integrity. Work of A. Farahat [30], that investigated the problem of academic dishonesty in Egypt, Jordan, and Saudi Arabia, indicates that students who seek education most often break the rules and resort to deception, plagiarism, and fraud due to a lack of ability or competent information in the performance of educational activities, and the lack of appropriate behavior is justified by the desire to obtain a higher education. The scientist's results testify to the factors of unethical behavior in the educational space, the fight against which can be considered from the side of ethical management. R.H. Stowers & J.Y. Hummel [31] dealt with the issue of combating plagiarism in the educational process, W. Sutherland-Smith [32]. The problem of academic plagiarism is global in the educational space of many countries, therefore, in order to overcome it, programs are created to search for plagiarism in the scientific works of educators and students of education, as well as repositories with a database of scientific works are introduced, and the main goal of introducing educational reforms to combat academic dishonesty remains the improvement of ethical standards and fundamental values of participants in the educational process [33].

The scientific co-authorship of D.L. McCabe *et al.* [34] allowed the authors to conclude that cheating in the educational process has increased significantly over the last decade. Researchers note that the strongest influence on corrupt activity in the educational environment, in addition to individual and structural contextual factors, is the perception of the behavior of peers among students, and the policy of the institution, its program of academic integrity, in particular the Code of Ethics, can have a significant impact on behavior in the educational environment. In order to prevent the spread of academic dishonesty, it is advisable to analyze the weaknesses of the educational environment, and for civil servants, a clear field of authority should be decisive in taking anti-corruption actions, where the transparency of the decisions

made will reflect the system of internal evaluation, awarding, appointment and promotion in the educational space [35]. Academic integrity in the educational space assumes that educators and students of education adhere to the principles of honesty, honest work, and learning, by understanding the goals of the educational process and support of the ethical standards of the educational institution. Lack of systematization of the legal field in the field of academic honesty, weak development of ethical norms, long-term tolerance of negative practices, insufficient technical capabilities of educational institutions, and unpunished cases of academic dishonesty of participants in the educational process are the leading factors of academic dishonesty [1].

S.W. Feday's [36] research on academic dishonesty in higher education indicates that, contrary to the societal values of academic integrity expected of students, new forms of dishonesty are challenging the demands of academic integrity due to access to modern technology. In the studies of V. Satsyk [3], it was noted that, based on the results of a survey of respondents from Ukraine and many other countries, cases of academic dishonesty are more common in Ukrainian society, and representatives of the countries of Kyrgyzstan, the United States of America (USA), and Albania have the least tendency to commit fraud in the educational environment.

In most countries, anti-corruption legislation is quite new, anti-corruption provisions are enshrined in legislative acts and at the constitutional level. One of the most important anti-corruption treaties in the European Union (EU) countries is the 2003 United Nations Convention against Corruption [17] and the 1997 Convention against Corruption involving EU Officials [37]. The Special Investigation Service, which detects and investigates violations and implements measures to prevent and fight corruption in all types of educational institutions, is responsible for implementing educational activities and combating corruption in Lithuania. There are also educational programs in the Republic of Lithuania that include the teaching of anti-corruption techniques and skills [38]. In the USA, the anti-corruption practice has strictly defined actions, the basis of which is a combination of prevention of corruption with measures to stop it and bring violators to criminal and legal responsibility. Anti-corruption control is carried out by committees and commissions of the Senate and the House of Representatives of the USA Congress. The integrity of society and the formation of an anti-corruption culture begins with the education of young people, and in the USA methodical materials are developed and introduced into school education, appropriate courses and trainings are introduced for the adult population on informational education about corruption, responsibility and the consequences of violations [39]. In Poland, the fight against corruption is entrusted to the "Central Anti-Corruption Bureau", which conducts an information program both at school and in higher education institutions, and also introduces into the educational process educational programs on the formation of ethical and moral attitudes of the participants of the educational process and increasing the role of the educational environment [38].

For Ukraine, the implementation of international standards of academic integrity and anti-corruption programs based on the experience of other countries is an extremely urgent issue. In 2016, as part of the grant program, the American Council on International Education together with the Ministry of Education and Culture of Ukraine and with the support of the USA Embassy launched the Project “Promotion of Academic Integrity” [2], which covered universities of Ukraine from different regions. Thanks to the implementation of this Project in Ukrainian higher educational institutions, the values of academic integrity have gained recognition, as indicated by the creation, introduction, and adoption of Codes of Academic Ethics in HEIs. The Code specifies a set of norms and rules of behavior of an educational institution to improve awareness of the educational environment, it outlines and details the range of violations that are not regulated in Law of Ukraine No. 38-39 “On Education” [4] and indicates the responsibility and consequences of academic dishonesty.

The creation of the Code of Ethics for a specific educational institution should be preceded by a study of the level of academic integrity and the level of ethical principles among the participants of the educational process. This allows you to record the weaknesses and strengths of fundamental values, and to understand what goals the Code of Ethics should pursue a specific educational institution since this document is a reflection of the life activities of educators and students of education [34]. However, the Codes of Academic Ethics do not guarantee the resolution of all problems of academic dishonesty and ensure compliance with ethical principles by all participants in the educational process. Therefore, it is advisable to implement a set of auxiliary organizational and legal measures, in particular, a transparent procedure for imposing sanctions on participants of academic dishonesty, conducting educational activities regarding violations of academic integrity to create an atmosphere of inadmissibility of corrupt actions in the educational space, as well as carrying out measures that will contribute to the development of fundamental values of academic integrity, which are crucial to an effective and high-quality educational process [40-44].

Modern realities for the global educational community foresee changes in the education system, in particular, the transition of an increasing number of people to online education. Therefore, the issue of ethical behavior during distance learning becomes an acute problem, because students and educators may well become tolerant of academic dishonesty. The introduction of ethical codes and their written confirmation by all participants of the educational process, as well as compliance with its requirements, is one of the ways to the integrity of online education and academic integrity [41; 45]. The main manifestations of fundamental values include:

1. Honesty, which involves the search for knowledge and truth through intellectual personal honesty in the educational space.

2. Trust, which is fostered and relied on by an atmosphere of mutual trust, encourages and supports the exchange of ideas that precedes the realization of scientific research.

3. Fairness, where there are transparent and clear expectations, and standards to maintain fairness between participants in the learning process.

4. Respect that helps value a cooperative, interactive and participatory way of learning and learning, where diverse ideas and opinions are respected.

5. Responsibility, which is designed to rely on the principles of personal responsibility, to strengthen the readiness of a group or an individual to demonstrate an example of responsible behavior, and agreed standards, and to take the necessary measures in case of their violation.

6. Courage, involves the transformation of values from their outline to the corresponding activity, as well as defending these values in conditions of difficulties and pressure, which requires a person's purposefulness, courage, and determination.

Adherence to academic integrity requires educators to comply with the norms of Ukrainian legislation, to provide truthful information about scientific research, to monitor compliance with academic integrity by students, and to objectively evaluate the results of their studies [46-48]. For students of education, compliance with academic integrity predicts the independent performance of tasks and evaluation works, in the case of using someone else's intellectual property, a mandatory reference to the author, which provides for compliance with the legislation on copyright and related rights, as well as providing truthful data about one's own educational activities and sources information [42; 49]. The concept of integrity is actively used in the “Anti-corruption program of the Ministry of Education and Science of Ukraine” (2021-2023) [14] and provides for compliance with the requirements of current legislation on combating corruption and introducing additional measures for its prevention. The implementation of the Law of Ukraine on ensuring academic integrity is entrusted to educational institutions and scientific institutions, which are responsible for creating an atmosphere of academic integrity in the educational environment and implementing a system for detecting academic dishonesty and bringing offenders to justice [50; 51]. At the state level, these issues are dealt with by state authorities, in particular the Ministry of Education and Science of Ukraine, the State Education Quality Service of Ukraine, the National Agency for Quality Assurance of Higher Education, and the National Academy of Sciences of Ukraine.

During the implementation of the state policy in the educational space regarding the observance of academic integrity, in particular, the control of educational institutions, the responsibility is assigned to the State Education Quality Service of Ukraine [52]. The Ministry of Education and Science of Ukraine is entrusted with the strategy of implementation and monitoring of the academic integrity of participants in the educational process. The National Agency for Quality Assurance of Higher Education is tasked with formulating requirements for the quality of the educational process, and criteria for its assessment; analyzing the quality of educational activities of the institution and its accreditation; determining the requirements for the scientific qualification of persons, consider appeals, statements, and complaints regarding the decisions of the academic councils and their activities;

consider issues of academic dishonesty by the legislation of Ukraine. The National Academy of Sciences of Ukraine ensures academic integrity during the awarding of a scientific degree, advises on the preparation of scientific papers, and conducts educational activities to popularize the principles of academic integrity [43; 53].

Adoption in 2017 of Law of Ukraine No. 38-39 “On Education” [4] became the first important step in combating corruption and academic dishonesty. However, five years have passed since the Law came into force, and cases of academic dishonesty, such as plagiarism, cheating, and fraud, still occur, which indicates the urgency of the problem of violation of academic integrity and the presence of shady schemes in the educational space. Therefore, taking into account the analysis of the scientific assets of researchers on the problem of academic dishonesty, which relates to the regulation and counteraction of violations of academic integrity, to make generalizations about the prevention, prevention, and elimination of corruption in educational institutions of Ukraine, and to propose additions to the current research task, in particular:

1. Develop and implement ethical codes for all higher education institutions, by the requirements of Ukrainian legislation and the needs of a specific educational institution, with a clear definition of the norms of responsibility for violations of academic integrity.

2. Create a unified plagiarism detection system (software) for educational institutions in Ukraine.

3. Initiate a program to popularize the culture of combating corruption in the field of education in general education and higher educational institutions; a program for the development of conscious responsible behavior, ethical and moral principles, professional competence, inculcation of social ideas regarding the fight against plagiarism to improve written competence and cultural norms of behavior; awareness program of educators and education seekers about the consequences of illegal actions and responsibility for their violation and timely appeal to the National Agency for Prevention of Corruption with a recording of illegal actions.

World practice shows the existence of effective methods of countering academic dishonesty and corruption in the field of education at the state and personal levels, therefore, despite the difficulty of eradicating tolerance to illegal actions and eliminating corruption, the positive experience of other countries should be adopted regarding ways of restructuring the education system and combating shadow schemes in educational institutions [54]. The results of the research on the origins of academic dishonesty and the ways of destroying corrupt activities in the education system can be used as a basis for further research into the problem of violations of academic integrity and combating corruption in the educational institutions of Ukraine.

Conclusions

The conducted scientific research on the given problem shows that academic dishonesty is a problem of a global scale, and its solution is not limited to the implementation of legislative provisions on combating corruption in the educational space. Academic integrity involves compliance with the principles of honest research work by

all participants in the educational process, it is an effective tool for ensuring the quality of education and is based on the fundamental values of honesty, respect, justice, trust and responsibility. In Ukrainian society, the implementation and maintenance of the academic integrity program is entrusted to educational institutions and scientific institutions, and its regulation is enshrined in the Law of Ukraine No. 38-39 “On Education”. Today forces the modern world to adapt to rapid informatization, which provides access to a large amount of material in free use, where there is a desire to bypass academic rules and ethical norms. The solution to this problem is possible through the development of fundamental values of academic integrity, formation of responsible behavior, self-motivation, self-control and improvement of information culture in young scientists. The consequences of academic dishonesty are quite long-lasting, they create a basis for rooting fraud and cause irreparable damage to the reputation of the participants of the educational process and the educational institution as a whole.

Analyzing the research of modern scientists, it was established that combating academic dishonesty and overcoming corruption in the educational environment will be effective if the reasons for the violation of academic integrity are substantiated and the motives are analyzed. It is to ensure a clear understanding of the essence of corruption in a specific educational institution that it becomes necessary to create a Code of Ethics, which will define the rules and norms of behavior in the scientific community, as well as outline the range of violations and foresee responsibility with the consequences of non-compliance with the moral and ethical principles of the educational institution. The positive experience of the world community in the fight against corruption in the educational space shows that, despite the difficulty of overcoming corruption and shadow schemes, effective anti-corruption methods exist and are implemented at the legislative level, in particular, the implementation of educational programs on the formation of moral and ethical attitudes and increasing the role of education, programs of educational activities on corruption, responsibility and consequences of violations of academic integrity, creation of repositories with scientific texts, and development of software for detecting plagiarism. For modern Ukrainian education, the topic of academic integrity and the search for ways to combat corruption in the educational environment has not been studied enough, however, at the legislative level, this problem has already come out of a permanent state, in particular, legal and organizational aspects of combating academic dishonesty have been implemented. The obtained results of the research work are significant for the participants of the educational process, and have practical value as a basis for further disclosure of the problem of the perspective of the restructuring of the education system of Ukraine in order to combat corruption in the country's educational institutions.

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Conflict of Interest

None.

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Перспективи подолання академічної недоброчесності в Україні з метою викорінення корупції та тіньових схем

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Анотація

Актуальність. Актуальність дослідження зумовлена багатовимірністю академічної доброчесності та необхідністю її дотримання. Оскільки наукова сфера все частіше стикається з плагіатом, замовними текстами, коли чужі думки видаються за власні. Розвиток академічної доброчесності є важливим для викорінення корупції в освітній сфері. Тому важливо знайти перспективи для її відновлення.

Мета. Метою дослідницької роботи є визначення поняття академічної доброчесності та пошук шляхів трансформації системи освіти в Україні без “тіньових” схем та корупції.

Методологія. Методологічну основу статті складають системний аналіз видів академічної недоброчесності учасників освітнього процесу та аналітичний, який полягає у дослідженні розвитку академічної доброчесності в освітньому середовищі, а також пошук перспектив перебудови освіти України для усунення корупційних схем через порівняльний аналіз шляхів реалізації.

Результати. Результатом дослідження є комплексний аналіз нормативно-правової бази та законодавства, що регулює питання зміцнення академічної доброчесності в Україні. У роботі розглянуто проблему порушення етичних норм у сфері освіти та запропоновано шляхи усунення корупції в навчальних закладах України.

Висновки. Однією з перспектив перебудови системи освіти є впровадження етичних кодексів в освітній простір. Практичне значення результатів наукового дослідження визначається їх подальшим впровадженням та реалізацією в освітньому середовищі і є важливим для учасників сучасного освітнього процесу.

Ключові слова: академічні порушення; етичні стандарти в освіті; корупція в освітній сфері; освітній процес; плагіат; етичний кодекс.