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## Strategies for combating academic misconduct in universities abroad

**Abstract.** The purpose of the article was to study an effective strategies for addressing academic misconduct in universities and their practical implementation. An analysis was conducted of universities in various countries, including the USA, Germany, the United Kingdom, Australia, Japan, and South Korea, alongside a review of internal university documents outlining strategies and procedures for preventing academic misconduct. The findings of this study provided an analysis of the main factors that contribute to dishonest behaviour among students and faculty members. Furthermore, the research defined the concept of “academic misconduct”, and identifies its key elements, types, and the reasons why it occurs. The study also identified effective methods for preventing academic misconduct, including the use of technology to verify the authenticity of academic work, the introduction of honour codes, the implementation of educational campaigns, and ethics training. Fostering a culture of academic integrity and collaboration among all participants in the educational process remains a priority. Each country employs distinct methods to combat and prevent breaches of academic integrity. Recognising academic decommunisation as an integral part of the higher education system contributes to the development of intellectual and ethical culture among students and researchers. Variations in academic integrity requirements for students, lecturers, and researchers are reflected in differing levels of accountability for violations, based on an examination of international experience and practices. The study presented recommendations for improving existing approaches and developing new strategies to enhance academic integrity in educational institutions. The findings may be utilised by university lecturers to refine the educational process

**Keywords:** academic integrity; educational standards; requirements; international experience; ethical values; accountability for violations

### INTRODUCTION

Academic misconduct within universities poses a significant challenge, impacting the integrity of research and the overall educational experience. Practices such as data falsification and plagiarism violate the fundamental

**Suggested Citation:**

Usyk, O., Opolska, A., & Derecha, A. (2025). Strategies for combating academic misconduct in universities abroad. *Scientia et Societus*, 4(2), 55-64. doi: 10.69587/ss/2.2025.55.

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principles of scholarly honesty and erode trust in academic institutions. Therefore, it is essential to implement effective strategies to prevent these occurrences. These strategies should also focus on increasing awareness among students and faculty regarding ethical standards, strengthening compliance management, and establishing robust mechanisms for detecting and addressing violations. Only a comprehensive approach can ensure sustained academic integrity and uphold high standards in science and education.

Numerous researchers have explored strategies for combating academic misconduct in universities. Notably, C. Ainsworth *et al.* (2023) applied stress and neutralisation theory to examine academic cheating within online group chat environments. Their research revealed that students often justify their actions by citing peer pressure and the perceived need to achieve high grades. The study primarily focuses on how students rationalise behaviour that breaches academic integrity. It highlights that competitiveness and motivation influence academic misconduct, taking into account various learning methods. This issue necessitates not only reactive measures but also a systematic approach to fostering a culture of scholarly honesty among all members of the academic community. Implementing such a strategy is a step towards strengthening trust within the academic community and supporting its intellectual and moral development. The results indicated that students with high levels of competitiveness and extrinsic motivation are more likely to resort to dishonest learning methods.

P. Araya *et al.* (2023) investigated the factors that influence academic misconduct among students in the Chemistry and Pharmacy faculties of a Chilean university. They identified key factors, including peer pressure, fear of failure, and insufficient teacher support. This research highlights that a lack of knowledge about academic integrity, limited resources, and inadequate teacher support are significant contributing factors. C.K.H. Che Ku Kassim & N.R. Mohd Sallem (2023) examined students' perceptions of cheating and deception. The researchers found that many students justify their actions by citing stress, high demands, and peer pressure. M.K. Constantinou *et al.* (2023) studied the personal profiles of students and discovered that certain personality traits can predict academic misconduct. Utilising a 5-factor model of personality analysis, they identified groups of students with varying levels of susceptibility to dishonesty. Furthermore, research has shed light on the issues underlying academic integrity in the field of artificial intelligence, particularly concerning the use of ChatGPT. They have provided guidance to lecturers on how to prevent cheating through technology, and actively engage students in discussions on ethical considerations.

Researchers P.M. Davies *et al.* (2023) explored students' views on cyber-learning, revealing that students not only actively valued the flexibility of online education but also expressed concerns regarding academic integrity and the quality of assessment. They further analysed the impact of anti-corruption video clips on students' attitudes towards corruption. Their studies demonstrate that

media campaigns can significantly influence changes in attitudes and behaviours, enhancing awareness of the issue. R. Djokovic *et al.* (2022) investigated the effects of online lessons on students' perceptions of academic misconduct. The researchers concluded that interactive online lessons and educational initiatives can effectively reduce instances of academic misconduct. They also suggest that these environments create additional challenges for ensuring academic integrity. F. Flora Xuhua He *et al.* (2024) identified key contributing factors such as stress, pressure from lecturers, and a competitive environment. L. Holubnycha (2022) analysed the impact of the pandemic on e-learning in higher education and found that the pandemic significantly accelerated the transition to online learning, while also increasing instances of academic misconduct due to imperfect monitoring systems. G. Kadayam Guruswami *et al.* (2023) investigated the perceptions of academic integrity among medical students in the Middle East. The study indicated that cultural factors significantly influence students' views on academic misconduct. Notably, the aforementioned research did not include a comparative analysis of policies for combating academic misconduct across different universities worldwide. This article aimed to examine effective strategies for combating academic misconduct in universities and the practical application of these strategies. In line with this aim, the research objectives were as follows:

1. To analyse the existing types of academic misconduct and the reasons for their occurrence in the university environment;
2. To evaluate the effectiveness of current strategies and approaches used by various universities to combat academic misconduct;
3. To consider the impact of technology on academic misconduct and the potential ways to use it to prevent violations.

## MATERIALS AND METHODS

An analysis was conducted of documents regulating academic integrity in universities across various countries, including the USA, Germany, the United Kingdom, Australia, Japan, and South Korea. These documents were sourced from the official website of the United Nations Educational, Scientific and Cultural Organization (UNESCO), which monitors the state of academic integrity on a global scale (UNESCO World Heritage Centre, 2024). The analysis of university policies focused on the following elements: country, key aspects of the policy, sanctions for violations, and the provision of support for higher education students.

This research aimed to identify the core components that define misconduct within the academic environment and to analyse its impact on various aspects of the educational process. Official university websites and reports were searched to gather the necessary information. Selection criteria included renowned universities from different countries, with publicly available documents outlining clearly defined strategies for combating academic misconduct. The analysis covered the activities of the following

higher education institutions: Harvard University, Ludwig Maximilian University of Munich, University of Oxford, University of Melbourne, University of Tokyo, and Seoul National University. The research considered university documents, integrity policies, educational training and programmes, technological tools, academic misconduct counselling during studies, and procedures for investigating and sanctioning detected misconduct.

The internal documents of universities, outlining strategies and procedures for preventing academic misconduct, were examined. The study examined key policies from Harvard University, including the Academic Integrity Policy and Harvard College Honor Code (Harvard University, 2024); the Ludwig Maximilian University of Munich, specifically the Code of Conduct and Examination Regulations (University of Munich, 2024); and the University of Oxford focusing on the Proctors' and Assessor's Memorandum and University of Oxford Academic Integrity Policy (University of Oxford, 2024). The University of Melbourne's Academic Integrity Policy (University of Melbourne, 2024) was also reviewed, along with the University of Tokyo's Misconduct Guidelines and Code of Conduct for Research (The University of Tokyo, 2024) and Seoul National University's Code of Academic Integrity (Seoul National University, Gwanak Campus, 2024).

Consideration was given to the use of technologies such as the Internet and access to vast information resources, social media and online platforms for information sharing, plagiarism detection software, and technologies that enable the creation of fake scholarly work and data. Through the analysis of the data obtained, the key problems and approaches explored in academic literature, regulatory documents, and university policies were identified. This involved comparing various strategies for combating academic misconduct across different universities and countries, allowing for an evaluation of their effectiveness and the identification of best practices. Based on this analysis, a new strategy was proposed, which should encompass eight key aspects.

## RESULTS

The education system of every nation is considered one of the most significant factors in shaping the consciousness of modern individuals. Consequently, the quality of the educational process and its ideological content determine how, and on what principles, ideas, and values, social relations will be formed. Ethics, value orientations, and a culture of thought and behaviour, alongside serious problems at all levels of social life, have become the basis for drawing attention to and recognising the need for practical actions in the realm of academic integrity within the education system. Academic misconduct is defined as the violation of academic standards and ethical norms, which can manifest in various forms of dishonest behaviour by all participants in the educational process. The fundamental elements and functions of academic misconduct help to more clearly define this concept, which should be considered through its

parts, as well as the mechanisms of influence on the academic environment. Understanding these components is essential for effectively combating academic misconduct and creating an honest and ethical educational environment. Accordingly, the primary functions of academic misconduct are considered to be:

1. Destructive function – undermines trust in the education system, lowers the overall quality of education and research, and creates unfair conditions for all participants in the academic process;

2. Educational function – highlights the importance of raising awareness among members of the academic community regarding ethical standards, fostering a sense of responsibility, and promoting a culture of integrity within the educational environment;

3. Regulatory function – identifies weaknesses and shortcomings in academic integrity control mechanisms, potentially encouraging educational institutions to implement new measures or policies aimed at preventing academic misconduct;

4. Instrumental function – serves as a means of gaining unjustified academic advantages, providing short-term benefits for those who engage in or facilitate dishonest practices.

One key component of academic misconduct is plagiarism, which can be categorised as direct plagiarism (copying text without changes and without proper source citation), mosaic plagiarism (combining text fragments from various sources without proper citation), and self-plagiarism (reusing one's own work without indicating its previous use). Another important element is examination fraud, specifically cheating, which involves looking at other people's answers or using cheat sheets and electronic devices such as mobile phones and smartwatches to access information during examinations. Equally noteworthy is data fabrication and falsification, which consists of inventing data or experimental results that were never obtained, or manipulating existing data to achieve a desired outcome. Additionally, academic misconduct includes duplicate submission, i.e., submitting the same work to different institutions or for different courses without informing them of its previous submission. Unethical collaboration, such as unfair division of responsibilities and joint completion of individual assignments, also constitutes a component of academic misconduct.

The modernisation of education highlights the necessity for a thorough reassessment of the current state of higher education institutions. Activity within the academic environment can only be effective if it is based on a specific set of values that unites diverse individuals into a team and provides meaning to their collective work. In this context, academic integrity significantly influences the formation of shared approaches to work organisation, the definition of professional competence and trust, decision-making procedures, and the perception and resolution of conflicts, among other things. Universities, through their students, are called upon to bring reason and morality

into human life by formulating moral and rational norms. There are other equally important reasons for promoting integrity. First and foremost, it supports the quality of education, as academic misconduct undermines educational quality since students who engage in such practices do not acquire the necessary skills and knowledge. The lack of proper material comprehension can ultimately lead to poor professional performance in the future. Furthermore, it is essential to consider the protection of a university's academic reputation, which largely depends on the integrity of all participants in the educational process. Instances of examination fraud, plagiarism, or research falsification can result in a loss of trust in the higher education institution, both from students and from the academic community, employers, and society at large. Maintaining high standards of academic integrity contributes to upholding the positive image of every university.

The formation of ethical principles is crucial for university education, while academic misconduct erodes moral foundations and fosters an indifferent attitude towards ethics in the personal and professional lives of students. Modern universities aim not only to provide necessary knowledge but also to cultivate core moral values, such as honesty and responsibility. Combating academic misconduct ensures equal conditions for all students, whereas dishonest practices promote unfair advantages for those who use them, violating the principles of fair competition. This can demotivate honest students and reduce their efforts and motivation in their studies. It is essential to remember the importance of upholding scientific integrity. Research based on dishonest practices can lead to erroneous results, which affect the further development of science and technology. Data fabrication and falsification undermine scientific progress, which can have serious consequences for society, particularly in fields such as pedagogy, medicine, technology, and environmental science. Another reason for promoting integrity is preparation for professional life, as academic integrity is the foundation of professional ethics. Students who adhere to high standards in their studies are more likely to uphold ethical norms in their professional careers. This contributes to building a responsible and honest society.

Even the most intellectually independent students can suffer from confusion and depression when they observe that academic research and success in research activities are more easily achieved through deception than through honest work. A commitment to academic integrity is essential for any open and democratic society. This requires that students, faculty, and researchers feel completely free from the destructive influence of academic corruption and conservatism. Only in such an atmosphere of open and honest expression of ideas can real intellectual and material progress be achieved. However, academic virtue implies not only academic freedom but also responsibility for all judgments, evaluations, and actions made by an individual. This is, in effect, a micro-social model of an open type, which provides quality knowledge and can have

a significant impact on the macro-world. Modern technologies have a significant impact on academic misconduct in higher education, creating new challenges while significantly facilitating the learning and research process, and supporting scientific integrity. The Internet and electronic databases allow students to quickly find and use information without proper source citation, which increases the risk of plagiarism. Anti-plagiarism software is becoming an important tool for detecting similar texts on the open internet and in other sources, providing lecturers with an objective assessment of the originality of academic work. Data falsification is a serious problem, made easier by digital tools for data processing and analysis. To prevent this, it is important to use specialised software that can verify and authenticate scientific results.

E-learning and remote testing also present risks of technology misuse to gain unfair advantages. To ensure assessment integrity, applications that monitor student performance during remote testing using webcams and behaviour analysis systems are needed. Additionally, electronic social networks and creative media projects can facilitate the exchange of ideas, but also create situations where dishonest use of others' materials can undermine academic integrity. All these aspects indicate that technology opens new opportunities for learning and research but requires appropriate monitoring and professional tools to ensure academic integrity. The integration of educational programmes and technologies is an important factor in creating an environment that encourages the honest use of knowledge and maintains high standards of scholarly integrity in the university environment.

The effectiveness of current strategies and approaches to combating academic misconduct depends on the specific university and its approach to addressing this issue. Universities actively employ plagiarism detection technologies, which can significantly reduce instances of copying, such as anti-plagiarism software. However, this largely depends on the effectiveness of the corporate culture and control mechanisms. Deficiencies in conducting regular checks and a lack of clear sanctions can lead to disregard for the rules. It is also important to note that some forms of academic misconduct, such as data falsification, are difficult to detect and may require specialised knowledge and technology. In fostering an academic culture aimed at reducing dishonesty, each group – faculty, administration, and students – plays a vital role. Faculty members are the primary mentors for students in matters of research ethics and scholarly integrity. They should prioritise quality teaching and assessment that stimulates the development of critical thinking and creative abilities.

Academic misconduct, in any country, undermines trust in the education and science systems, jeopardising the quality and integrity of research. To combat this, many educational institutions implement control systems, academic ethics training programmes, and strict sanctions for offenders. Fostering a culture of integrity is a crucial task for the modern academic environment, as

it promotes the development of a fair and effective educational process. Academic integrity policies, drawing on

the experience of various countries, have been systematised and presented in Table 1.

**Table 1.** General approaches of foreign countries in ensuring academic integrity

Country	Higher education institution	Key aspects of policy	Sanctions for violations	Support for higher education students
USA	Harvard University	Clear academic integrity code	Ranging from warning to expulsion	Access to learning materials, consultations
Germany	University of Munich	Regulated procedures for detecting plagiarism	Degree revocation, expulsion, or warning	Consultations
United Kingdom	University of Oxford	Strict requirements for academic writing	Grade reduction or expulsion	Training, academic mentors
Australia	University of Melbourne	Anti-fraud prevention policy	Warning to expulsion	Educational workshops
Japan	University of Tokyo	Strict research standards	From grade reduction to degree revocation	Educational programmes, individual consultations
South Korea	Seoul National University	Academic behaviour code	Warning to expulsion	Self-learning resources, advisory service

**Source:** compiled by the authors based on research from the Harvard University (2024), the University of Munich (2024), the University of Oxford (2024), the University of Melbourne (2024), the University of Tokyo (2024), Seoul National University (SNU), Gwanak Campus (2024)

Harvard, Ludwig Maximilian University of Munich, and the University of Oxford primarily combat plagiarism and cheating by clearly defining what both concepts mean at the university level and within individual courses of study. Seoul National University and the University of Tokyo implement academic honour codes and only appoint faculty members after they have demonstrated that they are familiar with its content and willing to adhere to its provisions. The University of Melbourne has created independent ombudsman positions with broad powers and the relative independence necessary to successfully resolve labour disputes.

The aforementioned higher education institutions employ various strategies to combat academic misconduct. For example, Harvard University's approach is based on its Honour Code, which defines academic integrity as a fundamental community value. Students are required to sign and adhere to it. It establishes clear rules regarding academic misconduct, such as plagiarism, cheating on exams, and other forms of assessment. This institution also provides educational resources and programmes for students and faculty to enhance their understanding of academic integrity and the importance of adhering to it. These programmes include training, seminars, and informational materials. At the same time, faculty members use various technological tools to verify the authenticity of student work, including plagiarism detection software. Harvard has clearly defined procedures for investigating cases of academic misconduct. If dishonest behaviour is confirmed, appropriate sanctions are applied, which may include warnings, corrective measures, or expulsion from the university.

At Ludwig Maximilian University of Munich, a Code of Conduct has been established to combat dishonesty. This code defines the standards of academic integrity and ethics for students and faculty. It outlines the principles that all members of the university community must adhere to. There are also examination regulations that contain detailed rules for conducting examinations and define procedures for detecting and punishing academic misconduct

during exams. The university administration also organises educational events to raise awareness among students and faculty about the importance of academic integrity. This includes seminars, lectures, and information campaigns. Various software tools are used to detect plagiarism and verify the authenticity of student work. This helps prevent academic misconduct by automatically detecting suspicious materials. If a violation is detected, the university applies appropriate disciplinary measures, which may include warnings, annulment of exam results, or even expulsion from the university.

The strategy for combating academic misconduct at the University of Oxford is implemented throughout the duration of the study, utilising specialised handbooks that contain sections on academic integrity, rules of conduct, and student responsibilities. The university provides students with the necessary information to understand and adhere to high standards of academic integrity. Additionally, the Proctors' and Assessor's Memorandum has been created, which outlines the rights and responsibilities of students and faculty regarding academic integrity. The Proctors, who are responsible for maintaining academic standards, investigate cases of dishonest behaviour and apply appropriate measures. The university's policy on academic integrity, which establishes rules for preventing plagiarism, cheating on exams, and other forms of academic misconduct, is rigorous. The University of Oxford conducts educational events to raise awareness among students and faculty about the importance of academic integrity. This includes seminars, lectures, and information campaigns aimed at fostering a culture of integrity. The university also has clearly defined procedures for investigating cases of academic misconduct. In the event of confirmed violations, appropriate disciplinary measures are applied, which may include warnings, annulment of exam results, or even expulsion from the university.

The University of Melbourne has established a document called the Academic Integrity Policy, which outlines

the fundamental principles and rules of academic integrity, setting standards for students and faculty regarding the avoidance of plagiarism, fraud, and other forms of academic misconduct. It also describes in detail the rules and procedures that students must follow to ensure academic integrity. This includes information on how to properly cite sources, avoid plagiarism, and submit original work. The university actively uses technological tools to verify the authenticity of student work and detect plagiarism. Software tools, such as Turnitin, help to automatically detect dishonest materials and prevent plagiarism. The university provides students and faculty with access to counselling services that can assist with academic integrity issues. Students can receive advice on proper source citation and avoiding dishonest behaviour. However, the University of Melbourne does not have clearly defined procedures for investigating cases of academic misconduct.

The strategy for combating academic misconduct at the University of Tokyo includes Academic Misconduct Guidelines, which define the fundamental principles of academic integrity and describe forms of academic misconduct, such as plagiarism, data falsification, and examination fraud. These guidelines establish rules for students and faculty regarding the prevention of such violations. There is also a Code of Conduct for Research, which establishes ethical standards for researchers. It covers issues of integrity in research, including data fabrication, plagiarism, and other forms of research misconduct. The University of Tokyo conducts educational events to raise awareness among students and faculty about the importance of academic integrity. This includes seminars, lectures, and information campaigns aimed at fostering a culture of integrity. The university administration provides students and faculty with access to counselling services that can assist with academic integrity issues. This includes providing advice on proper source citation and avoiding dishonest behaviour.

Seoul National University also has a Code of Academic Integrity, which establishes standards of conduct for students and faculty, defines forms of academic misconduct such as plagiarism, examination fraud, and data falsification, and outlines the consequences of violations. Approved regulations regarding academic affairs include detailed rules and procedures for preventing academic misconduct. They cover aspects of conducting examinations, writing research papers, and general student conduct. Students are required to complete a training course that includes information on academic integrity, rules of conduct, and student responsibilities. This course provides students with resources and information to understand and adhere to high standards of academic integrity. Seoul National University has clearly defined procedures for investigating cases of academic misconduct. In the event of confirmed violations, appropriate disciplinary measures are applied, which may include warnings, annulment of exam results, or even expulsion from the university.

Based on the information provided, a comprehensive strategy should encompass several key aspects. Firstly,

there should be continuous improvement of laws regulating academic activity to prevent data falsification, plagiarism, and other forms of academic misconduct. It is essential to introduce fair and clear sanctions for offenders, which include administrative penalties, expulsion from higher education institutions, or revocation of academic degrees. Raising awareness is also crucial and can be achieved through training, seminars, and courses for educational participants on the importance of academic integrity. Incorporating topics on academic integrity into mandatory courses, particularly those on academic writing and research methodology, is also important. Further elements in the strategy to combat academic misconduct include technological solutions, which involve anti-plagiarism systems (implementing modern plagiarism detection technologies for all academic work, including dissertations, term papers, and theses) and digital archives (creating databases of academic work to ensure open access and the ability to verify text originality).

The next aspect involves institutional measures that facilitate the rapid detection and investigation of violations, allowing for necessary decisions regarding sanctions to be made. This aspect is further defined by collaboration between institutions, fostering the exchange of experience and coordination of actions in combating academic misconduct. Another key element is research support, which consists of providing financial support for conducting proper research on academic integrity, including studying the scale of the problem and the effectiveness of various combating strategies. It also involves disseminating research results and analysing best practices through conferences and scholarly publications. Furthermore, international cooperation is a crucial aspect, as modern universities should promote the exchange of experience. Important steps in this regard include participation in international programmes and various projects aimed at combating academic misconduct, as well as adopting successful practices from other countries and adapting them to Ukrainian realities. Student initiatives and their support are also vital, including encouraging the creation of student organisations and movements that promote academic integrity and implementing mechanisms that allow students to participate in monitoring academic integrity within their universities. The final aspect to consider is monitoring and evaluation. It is important to conduct regular monitoring of the state of academic integrity in educational institutions. The data collected should be used to adjust strategies and implement new initiatives. The analysed measures should be implemented comprehensively, taking into account the specifics of the Ukrainian educational system. This will allow for an increase in the level of academic integrity and the quality of education as a whole.

## DISCUSSION

The research findings have shown that proposals for strategies to effectively address this issue are an important aspect of ensuring the quality of education and research.

This includes training on plagiarism, proper source citation, and the principles of integrity in research. This study has determined that universities and research institutions should have clearly defined policies and procedures regarding academic misconduct. This includes the creation of honour codes, guidelines for writing papers, and mechanisms for investigation and sanctions in case of violations. Researchers C. Ainsworth *et al.* (2023) and H. Akhtar & R. Firdiyanti (2023), who studied the work of students and faculty regarding ethical norms and standards of academic activity, confirm this view.

The research findings reveal that encouraging researchers and students to adhere to ethical standards should be developed through various measures, such as seminars, workshops, and courses on academic integrity. Clear sanctions must be defined for violations of academic integrity. These may include warnings, grade reductions, course repetition, or even expulsion from the educational institution. This is supported by the study of researchers J.J.C. Byungura *et al.* (2019), who determined that the use of plagiarism detection software, such as Turnitin or Grammarly, can help detect dishonest practices and prevent their recurrence. The formation of a culture of academic integrity in educational and research institutions, where honesty and ethics are key values, is achieved by ensuring proper oversight of research, including peer review, to prevent data falsification and other forms of dishonest behaviour. This view is also complemented by the research of A. Zeb *et al.* (2024) and I. Dudarev & V. Purtov (2024).

Academic misconduct undermines the quality of education. This has been confirmed by the research results, which align with the findings of L. Zhao *et al.* (2023) and A. Kavadella *et al.* (2024). This is because students who use dishonest methods do not acquire the necessary knowledge and skills. Researching this problem helps to identify the causes and ways to overcome it, thereby ensuring high-quality education. Researching strategies help to create an educational and research environment where honesty, transparency, and respect for intellectual property are valued. Academic misconduct in research can lead to the dissemination of unreliable or false results, which undermines trust in science as a whole. Researching this problem helps to create mechanisms that prevent data falsification and manipulation.

The study of academic misconduct in research by C.M. Kell *et al.* (2024) and R.A. MirandaRodríguez *et al.* (2024) has helped to highlight the advantages of adhering to ethical norms and standards in the academic environment, which is emphasised in this research. This fosters a culture of integrity and respect for intellectual property. The results indicate that academic misconduct can have serious legal consequences, including lawsuits for copyright infringement and other legal issues. Research on this topic allows for the development of policies and procedures that help to avoid such consequences. These findings align with the views of O. Trynus (2020), who argues that dishonest behaviour creates unfair conditions for those students and

researchers who adhere to ethical norms. Research on this problem helps to create equal conditions for all participants in the academic process. Universities and research institutions that actively combat academic misconduct have a higher reputation in the academic community and among employers. Research on this topic helps to improve the image of educational institutions. The analysis and discussion of academic integrity issues contribute to the development of critical thinking in students and researchers, which is important for their professional and personal development.

The results obtained confirm the necessity of creating an educational and research environment that promotes honesty, transparency, and high standards of academic activity. This is corroborated by the findings of researchers E. Denisova-Schmidt *et al.* (2019), S. Sweeney (2023), and T. Rua *et al.* (2024). These scholars focused on various aspects of academic misconduct, including its causes, consequences, and methods of prevention. Research indicates that stress, pressure to achieve, lack of time, and ignorance of ethical standards can lead students to plagiarism and other forms of dishonesty. Peer influence, cultural norms, and attitudes towards education in different countries can also affect the level of academic misconduct. The findings that dishonesty can lead to sanctions, grade reductions, loss of scholarships, and reputational damage, as well as decreased trust in diplomas, damage to reputation, and potential legal consequences, align with the articles of D.R.E. Cotton *et al.* (2023), C.M. Kokkinos *et al.* (2023), and R. Fendler *et al.* (2024). Researchers have determined that the dissemination of unreliable knowledge can affect various fields, including medicine, engineering, and the social sciences. This study adds that the implementation of academic integrity courses, which explain the importance of ethics in science and learning, is necessary. Also, the implementation of clear rules and procedures for detecting and punishing academic misconduct is necessary. Fostering an academic culture that values honesty, transparency, and responsibility is crucial. The dissemination of information about the consequences of academic misconduct and the importance of adhering to ethical standards is also important. Studying the effectiveness of various policies and procedures in universities and research institutions is necessary. Researching the effectiveness of plagiarism detection programs and their impact on the level of academic misconduct is also required. An analysis of academic misconduct in different countries to identify cultural differences and common trends is also needed.

The research by I. Saujan (2023) has made it possible to identify effective strategies for combating academic misconduct, which contributes to improving the quality of education and science. The topic of academic misconduct remains relevant and is constantly evolving. Research by S. Kumar *et al.* (2023) and E. Orok *et al.* (2023) has focused on several areas of research and innovation that are new in this field. Clearly, the growing popularity of online education during the COVID-19 pandemic has led to new challenges in combating academic misconduct. Researchers are

studying the effectiveness of various methods for detecting cheating in online exams, including the use of proctoring systems that monitor student actions during exams. The implementation of new technologies to detect dishonest behaviour during online learning, such as analysing student behavioural patterns and using artificial intelligence, is also being explored. The research results align with the conclusions of M. Ladera-Castañeda *et al.* (2023) and E. Omari *et al.* (2023), which focus on analysing the market for contract cheating services, where students commission third parties to complete their academic assignments. Researchers have been developing new methods for detecting and preventing such practices, including the use of metadata and stylometry (analysis of writing style). This study confirms that cultural factors have a particularly significant impact on academic misconduct. Cultural norms and values can influence attitudes towards integrity in education. New tools for detecting plagiarism, which use machine learning and artificial intelligence for more accurate text analysis and detection of dishonest practices, are helping to utilise blockchain technology to protect intellectual property and ensure transparency in the peer review process of academic papers.

The research has determined that improving ethical standards in research, including issues of publication ethics, preventing data falsification, and ensuring transparency in the research process, is important. The implementation of international standards and recommendations on academic integrity is crucial for ensuring unity and consistency in research worldwide. New approaches and research help to deepen understanding of the problem of academic misconduct and implement more effective strategies for its prevention.

## CONCLUSIONS

In conclusion, the research has revealed that the significant influence of technology on academic misconduct in the university environment creates both new opportunities and challenges that require careful management and control. Technology, especially the Internet and electronic databases, accelerates and facilitates access to information for students and researchers. However, it also creates a risk of plagiarism if online materials are used without proper

source citation. The key aspects of combating academic misconduct in universities across various countries, including the USA, Germany, the United Kingdom, Australia, Japan, and South Korea, have been identified. Internal university documents describing strategies for preventing academic misconduct were analysed, which allowed for the determination of the basic elements, types, and functions of academic misconduct. It has been established that effective methods for preventing academic misconduct include the use of technological tools to verify the authenticity of work, the implementation of honour codes, the conduct of educational campaigns, and ethics training. It has been found that each country has its own specific methods for combating breaches of academic integrity. Varying levels of accountability for non-compliance with academic integrity requirements are reflected in international experience and the practices of other countries.

This study provides recommendations for improving existing approaches and implementing a new strategy to enhance the level of academic integrity in educational institutions. This strategy should encompass several key aspects. It is important to continuously improve laws regulating academic activity and implement fair sanctions for offenders. Raising awareness among students and faculty about the importance of academic integrity can be achieved through training, seminars, and courses. The use of technological solutions, such as anti-plagiarism systems and digital archives, is necessary to ensure the authenticity of academic work. Among the limitations of the study, one can note the insufficiently broad access to certain sources, as some documents may be inaccessible due to confidentiality. Future research prospects include an analysis of academic misconduct policies in other countries around the world for a more comprehensive study of the issue.

## ACKNOWLEDGEMENTS

None.

## FUNDING

None.

## CONFLICT OF INTEREST

None.

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## Стратегії боротьби з академічною недоброчесністю в університетах за кордоном

**Анотація.** Метою статті було вивчення ефективних стратегій боротьби з академічною недоброчесністю в університетах та практики їх застосування. Здійснено аналіз діяльності університетів різних держав (США, Німеччини, Великої Британії, Австралії, Японії, Південної Кореї і досліджено внутрішні документи університетів, які описують стратегії та процедури запобігання академічній недоброчесності. У результатах дослідження проаналізовані основні чинники, що сприяють виникненню недоброчесної поведінки серед студентів та викладачів та визначено трактування поняття «академічна недоброчесність», основні елементи, види та функції існування. Визначені ефективні методи запобігання академічним правопорушенням, що включають використання технологічних засобів для перевірки автентичності робіт, впровадження кодексів честі, проведення освітніх кампаній та навчання етики. Формування культури академічної доброчесності та співпраці між усіма учасниками освітнього процесу залишається першочерговим завданням. Кожна держава має свої особливі методи боротьби та запобігання порушенням академічної цілісності. Важливість усвідомлення академічної декомунізації як невід'ємної частини освітнього процесу в системі вищої освіти держав сприяє створенню сприятливих умов для розвитку інтелектуальної та духовної культури серед здобувачів вищої освіти та науковців. Різноманітність вимог до академічної чесності для студентів, викладачів та науковців відображалася в різному рівні відповідальності за їх недотримання, що базувалося на вивченні міжнародного досвіду та практики інших держав. У дослідженні зазначені рекомендації щодо вдосконалення існуючих підходів нових стратегій для підвищення рівня академічної доброчесності в освітніх установах. Отримані результати аналізу можуть бути використані викладачами закладів вищої освіти з метою удосконалення освітнього процесу

**Ключові слова:** академічна доброчесність; освітні стандарти; вимоги; міжнародний досвід; етичні цінності; відповідальність за порушення