

Academic Integrity: A Five-Decade Journey, From Cheating to a Lack of Understanding of Academic Dishonesty

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Abstract

The study examines the evolution of academic integrity by analyzing 1000 research articles published from 1996 to 2023 using NLP-based bigram analysis. Through a two-stage selection process via the Litmaps App, 2011 articles focusing on academic integrity were finally scrutinized to identify key themes and trends. The findings revealed that the emergence of e-learning tutorials, and integration of software tools like Turnitin, Mendeley, and grammar checkers have a significant impact on the promotion of academic integrity culture. The study indicated that although the concept of academic integrity evolved, there has been minimal international punitive action due to varying rules and regulations implemented by higher education institutions. On the other hand, rather than promoting the culture of integrity at all levels, it has been emphasised on taking action against individuals who indulge themselves in academic misconduct. The results suggested that academic integrity can be improved if plagiarism, misconduct, dishonesty, contract cheating, breach, collusion, deception, and data falsification is strongly discouraged at all levels while promoting the culture of honor codes, respect, truth, and fairness at the school to university level in conjunction with technological advancement. The findings are helpful for relevant policymakers in developing and updating institutional policies and starting capacity-building programs emphasizing the importance of academic integrity higher education. By mapping the evolution of academic integrity, this research enhances comprehension of this important educational concept and provides a useful perspective for the forthcoming research and practice in the field.

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1 Introduction

Academic integrity is the foundation of ethical scholarship ensuring honesty, fairness, responsibility and universally accepted norms in the educational and research landscape. Over time, the concept of academic integrity evolved, influenced by various cultures, technological advancements, policies, and changing academic culture. While increasing complexity in the phenomenon, there is a growing need to understand how academic integrity developed and how it can be effectively strengthened and upheld. This study explores the evolution of academic integrity by analyzing 1,000 research papers (1966-2023). This study also addresses the questions: how has the concept of academic integrity changed over time through an extensive examination of academic integrity literature, what are the key themes and linguistic patterns identified in academic integrity research through NLP-based bigram analysis and how have technological advancements, including AI-driven tools and e-learning tutorials, influenced the promotion and enforcement of academic integrity in higher education?

Researchers monitored the conceptual transition from "cheating" to a more comprehensive understanding of academic integrity, looking at several aspects that have changed over time. Through analyzing several aspects of academic integrity, the study revealed the evolution from a narrow focus on dishonesty to a broader comprehension of the ethical framework in academia. This investigation highlights the complexity and diversity of academic integrity, underscoring its significance in learning environments like cheating honor codes (1966-1993), AI in internet age ethical development (1999-2000), AI in internet honor codes academic honesty policy (2001), cheating and plagiarism honesty; fairness; trust; respect; and responsibility (2002), increasing prevalence of cheating behaviors themes of plagiarism (2003), academic integrity index campus community (2004), plagiarism detection systems strategies to encourage academic integrity (2005), academic misconduct perceived peer behavior (2006), educational preventative approach changing the student academic culture (2007), information literacy initiatives introduced by universities (2008), self-reported performance academic fraud (2009), A ten-step model plagiarism will thwart all efforts (2010), academic-integrity responsibility students' perceptions (2011), use of the academic dishonesty scale student perceptions of supervisors (2012), use of online mastery tests. The relation between academic integrity and real world corruption (2013), ensure a holistic approach principles of virtue ethics (2014), recommendations focused on decreasing external pressures self-reflection, practical wisdom and inner change (2015), cheating lack of academic integrity (2016), academic dishonesty formulation of an integrity code (2017), individual's intention to violate academic integrity effective implementation (2018), development of the AIE-L tutorial reporting peers' misconduct (2019), contract cheating as an academic misconduct issue authentic assessments culminated with interactive oral examinations (2020), commitment of an academic community to honesty, trust, fairness, justice, respect, responsibility, courage ethical approach (2021), use of Mendeley, grammar Checker, turnitin for acceptable works commitment to values consistent with ethical practice (2022) and the phenomenon of enological boom lack of interest, pressure of time with competing priorities, lack of understanding of the policy on academic honesty (2023).

Prior studies on academic integrity focused on cheating (Harp & Taietz, [1966](#)), academic dishonesty, Government's intervention (Berdahl, [1990](#)), honor codes (D. McCabe & Trevino, [2017](#)), academic integrity in Internet age (Klausman, [1999](#)), honor code and non-honor code (McCabe et al., [1999](#)), ethical development (McCabe & Pavela, [2000](#)), honor codes (McCabe et al., [2001](#)), shift in behaviors (Von Dran et al., [2001](#)), academic dishonesty and dishonesty in the workplace (Nonis & Swift, [2001](#)), academic honesty policy (Whitley & Keith-Spiegel, [2001](#)), cheating and plagiarism (Heberling, [2002](#)), and values honesty, fairness, trust, respect, and

responsibility (Hinman, [2002](#)). In the initial stage, academic integrity research has evolved from addressing specific concerns like academic dishonesty, cheating, and honor codes to exploring ethical growth and ideals such as accountability, honesty, fairness, trust, and respect.

The different dimensions of academic integrity were explored as the prevalence of cheating behaviors (Turner & Beemsterboer, [2003](#)), non-code and honor code institutions (McCabe et al., [2003](#)), themes of plagiarism (Park, [2003](#)), the Academic Integrity Index (Bernardi et al., [2004](#)), campus community (Zelna & Bresciani, [2004](#)), plagiarism detection systems (Hayes & Introna, [2005](#)), dishonesty and web-based distance education, plagiarism scandals (Sutherland-Smith & Carr, [2005](#)), plagiarism and referencing system (McGowan, [2005](#)), strategies to encourage academic integrity (McCabe, [2005](#)), academic misconduct (Hughes & McCabe, [2006b](#)), culture of academic integrity (Scanlan, [2006](#)), a cut and paste electronic environment (Gerhardt, [2006](#)), a better understanding of cheating (Carpenter et al., [2006](#)), ineffective and poorly understood policies and procedures (Hughes & McCabe, [2006b](#)), and perceived peer behavior (Hughes & McCabe, [2006a](#)). Research on this stage of academic integrity has explored a wide range of topics, including the frequency of dishonest behavior, the impact of honor codes, plagiarism themes, and the creation of instruments such as the Academic Integrity Index. It has also looked at the function of online communities, plagiarism detection software, and the effect of web-based distance learning on academic dishonesty. In addition, studies have examined the fallout from plagiarism allegations and the efficiency of citation formats in the process of developing policies to support academic integrity. Our comprehension of this important academic idea has been further enhanced by peer behavior as well as the larger cultural environment.

Studies explored the educational preventative approach (Bikowski & Broeckelman, [2007](#)), focus on faculty (Gallant & Drinan, [2007](#)), changing student academic culture (Gallant, [2007](#)), information literacy (Caravello, [2008](#)), no steps regarding a suspected incident (Gynnild & Gotschalk, [2008](#)), a dominant positivist mindset (Fielden & Joyce, [2008](#)), the popularity of distance education (Kidwell & Kent, [2008](#)), Initiatives introduced by universities (Song-Turner, [2008](#)), self-reported performance (Mastin et al., [2009](#)), focus on cheating online and in the classroom (Belter & Pré, [2009](#)), inadequate knowledge about proper quotation and citation (Belter & Pré, [2009](#)), academic fraud (Malgwi & Rakovski, [2009](#)), a ten-step model (Caldwell, [2010](#)), traditional classroom students reported higher levels of cheating (Hart & Morgan, [2010](#)), cheating and plagiarizing (Piascik & Brazeau, [2010](#)), and plagiarism thwart all efforts to reclaim academic integrity (Sutherland-Smith, [2010](#)). In this time period, academic integrity has been the subject of a variety of scholarly investigations, with research concentrating on a range of topics including faculty involvement, preventative education strategies, and the effects of shifting student academic cultures. Further literature explores the importance of information literacy, how to handle suspected events, and how common a positivist mentality is. Other aspects of this dynamic sector include the growth of distant learning, university-initiated projects, and the analysis of self-reported performance. Additionally, research has illuminated the mechanics of academic fraud and online and traditional cheating, underscoring the necessity for thorough knowledge and practical tactics for upholding academic integrity. These studies have also highlighted difficulties associated with accurate citation and the widespread problem of academic fraud.

Domains under academic integrity were explored by researchers as academic-integrity responsibility (Miller et al., [2011](#)), raising plagiarism awareness (Sutherland-Smith, [2011](#)), attempt to frame policies (Bretag et al., [2011](#)), Internet for students to cheat (Jones, [2011](#)), individually assessed coursework (Sutton & Taylor, [2011](#)), predictive factors for academic misconduct (Baetz et al., [2011](#)), Academic integrity Policy (Marcus & Beck, [2011](#)), the provision of clear definitions (Wotring & Bol, [2011](#)), students' perceptions (Baker et al., [2011](#)), use of the Academic Dishonesty Scale (Stevens, [2012](#)), Interest and personal value (Zivcakova et al., [2012](#)), inconsistencies regarding knowledge students' perceptions of cheating (Molnar & Kletke, [2012](#)), plagiarism and

punishment (Vardi, [2012](#)), students perceptions (Woith et al., [2012](#)), the level of sanctions (Roff et al., [2012](#)), supervisors and academic integrity (Gray & Jordan, [2012](#)). In this specific time period, scholars have investigated a broad range of areas within the context of academic honesty. These include the obligation to uphold academic integrity, campaigns to increase public awareness of plagiarism, the formulation of policy, and the part played by the Internet in encouraging academic dishonesty. Furthermore, research has concentrated on defining academic misconduct predictors, evaluating coursework on an individual basis, and improving academic integrity guidelines by providing precise definitions. Studies have also looked at knowledge gaps and students' perspectives on use of instruments like the Academic Dishonesty Scale. Additionally, studies have looked into how students feel about cheating, the connection between plagiarism and punishment, the effects of punishments, and the role supervisors play in upholding academic integrity.

Researchers explored the domains of online mastery tests (Curtis et al., [2013](#)), opportunities to practice moral reasoning (Seider et al., [2013](#)), the sociological imagination (Trautner & Borland, [2013](#)), breached academic integrity (James, [2013](#)), definition of plagiarism (Rezanejad & Rezaei, [2013](#)), students' knowledge of academic integrity (Mahmud & Bretag, [2013](#)), the relation between academic integrity and real world corruption (Teixeira, [2013](#)), ensure a holistic approach (Bretag & Green, [2014](#)), academic librarians promote academic integrity (Click, [2014](#)), more effective assurance of quality, standards and academic integrity (Glendinning, [2014](#)), a non-judgmental and culturally aware approach (Szilágyi, [2014](#)), the development of honor codes (Dix et al., [2014](#)), plagiarism/collusion and perceptions of unacceptability (Simon et al., [2014](#)), technological advances new modes of academic dishonesty (Chertok et al., [2014](#)), 2014), misconduct or academic corruption (Macfarlane et al., [2014](#))), plagiarism and academic integrity (Gow, [2014](#)), increases in personal value for academic integrity (Zivcakova et al., [2014](#)), cheating, solutions to cheating and general concerns (Busch & Bilgin, [2014](#)) and principles of virtue ethics (Bretag & Green, [2014](#)).

The notions of decreasing external pressures (Minarcik & Bridges, [2015](#)), limited attention for school-aged students with disabilities (Poed, [2015](#)), respect, and responsibility needed (Manly et al., [2015](#)), collusion (McGowan, [2015](#)), plagiarism prevention and detection (Broussard & Hurst, [2015](#)), institutional change requires (Morris, [2015](#)), self-reflection, practical wisdom and inner change (Dalal, [2015](#)), cheating (Tsui & Ngo, 2016), processional practices (O'Connell, [2016](#)), reduce confusion and improve educational practice (Simon et al., [2016](#)), academic misconducts (Adesile et al., [2016](#)), truthfulness (McHaney et al., [2016](#)), weak professional self-regulation and poor academic socialization (Macfarlane & Chen, [2016](#)), plagiarism cases (Soroya et al., [2016](#)), performance and recommended penalties (Newton, [2016](#)), require technology and/or dedicated invigilation staff (Amigud et al., [2016](#)), and lack of academic integrity (Denisova-Schmidt, [2016](#)) were focused in research studies. Numerous significant facets of the field of academic integrity have been the subject of research investigations in this time period. These include the investigation of variables associated with reducing outside stressors and the focus on school-age children with impairments.

The literature includes explorations of academic dishonesty (Gaizauskaite & Tauginiene, [2017](#)), academic integrity tutorials (Thompson et al., [2017](#)), plagiarism policies (Nushi & Firoozkhi, [2017](#)), a common framework for academic integrity (Eaton, [2017](#)), and discussions on controversial perspectives (Gottardello et al., [2017](#)). The studies also discussed academic integrity violations (Zharikova & Sherstjuk, [2017](#)), the cultivation of a culture for communities (Artyukhov, [2017](#)), integrity practices (Gallant, [2017](#)), power dynamics (Hodges et al., [2017](#)), integration of learning analytics (Amigud et al., [2017](#)), risks related to legitimacy (Rogerson & McCarthy, [2017](#)) and formulations of honor code (Brown & Janssen, [2017](#)).

Studies are also available on individual's intention to violate academic integrity (Cronan et al.,

[2018](#)), punitive academic integrity policies (Young et al., [2018](#)), contract cheating (Foltýnek & Králíková, [2018](#)), determining academic integrity strategy (Morris, [2018](#)), upholding academic integrity (Lancaster, [2018](#)), the trust (Anohina-Naumeca et al., [2018](#)), integrated into mainstream discourse (Ransome & Newton, [2018](#)), knowledge of academic integrity (Chauhan et al., [2018](#)), cheating, collusion and complying (Henning et al., [2018](#)), exam misconduct (Fass-Holmes, [2018](#)), protect academic integrity (Sultana, [2018](#)) and effective implementation (Slobodianiuk, [2018](#)). Studies have explored the motivations of certain individuals to transgress academic integrity, scrutinized punishment measures, and tackled matters such as contract cheating. Furthermore, research has concentrated on identifying measures for academic integrity that work and the critical function that trust plays in educational settings. There has been research on the following topics: bringing academic integrity into the mainstream, disseminating knowledge, and preventing cheating and collusion. Scholars have also looked into ways to safeguard and successfully use academic integrity procedures, as well as other facets of exam misconduct.

Other studies discussed the development of the AIE-L tutorial towards computer and ICT (Patra & Das, [2019](#)), a shared understanding (Block, [2019](#)), research fraud/data falsification activity (Nurunnabi & Hossain, [2019](#)), widening use of e-learning and e-assessment (Peytcheva-Forsyth et al., [2019](#)), Patch-writing and faulty citation (Jamieson & Howard, [2019](#)), Libraries' role in creating awareness (Awasthi, [2019](#)), maintaining academic integrity (Mahabeer & Pirtheepal, [2019](#)), AI are not supported by the evidence (Ives & Nehrkorn, [2019](#)), systemic and synergetic (Bateczko & Mychajliczenko, [2019](#)), contract cheating absent from the policy documents (Stoesz et al., [2019](#)), student-centered teaching strategies (Baporikar, [2019](#)), low usability of the HEIs websites (Suryani & Sugeng, 2019), and reporting peers' misconduct (Pupovac et al., [2019](#)). Many research works have looked into a variety of subjects related to academic honesty. These include creating tutorials on academic integrity, discussing fraudulent research and data fabrication, addressing the impact of computers and ICT, and promoting mutual understanding. Furthermore, studies have looked into the growing usage of e-learning including e-assessment, the difficulties associated with patch writing and citation problems, and the function of libraries in raising awareness of academic integrity. Because this discipline is complex, important areas of inquiry have included the significance of upholding academic integrity, addressed the lack of contract cheating in policy papers, and establishing student-centered teaching practices.

Other studies discussed different perspectives like sanction those who found responsible for academic breaches (Guerrero-Dib et al., [2020](#)), unethical behavior (Măță et al., [2020](#)), lack of comprehensive information on values (Sefcik et al., [2020](#)), related to culture in the western world (Akbar & Picard, [2020](#)), Text-Matching Software (Eaton et al., [2020](#)), reluctance to address contract cheating (Stoesz & Eaton, [2022](#)), Support Tools for Plagiarism Detection (TeSToP) (Kamzola & Anohina-Naumeca, [2020](#)), a challenging and ambitious task (Henning et al., [2020](#)), no ideal way of encountering counteracting academic abuse (Trynus, [2020](#)), contract cheating (Khan et al., [2020](#); Lancaster, [2020](#); Ullah, [2020](#)), lower moral integrity (Ampuni et al., [2020](#)), Implementation of an honour code (Raman & Ramlogan, [2020](#)), proficiency in English writing skills (Fatemi & Saito, [2020](#)), inappropriate guidelines (Muhammad et al., [2020](#)), higher awareness (Anohina-Naumeca et al., [2020](#)), excessive burdens of dealing (MacLeod & Eaton, [2020](#)), and authentic assessments (Sotiriadou et al., [2020](#)).

Researchers focused on commitment of an academic community to honesty (Dorozhko, [2021](#)), split on incidents of academic (Awosoga et al., [2021](#)), reasons for plagiarism (Romanowski, [2022](#)), consequences of violating academic code of ethics (Chala, [2021](#)), digital examinations and assessments (Reedy, Wurm, et al., [2021](#)), misconduct (White, [2021](#)), witnessing peers' engagement in outsourcing (Sanni-Anibire et al., [2021](#)), examine the breadth of integrity decisions (Amigud & Pell, [2022](#)), use file sharing sites (Lancaster & Cotarlan, [2021](#)), compliance with standards of human rights (Mattar, [2022](#)), supervisor selection (Abdullah & Asar, [2021](#)), the

complex nature of app-centric students (Ashford, [2021](#)), Inclusion of the student voice (Glendinning, [2021](#)), evasion of intellectual mendacity (Khan et al., [2021](#)), Integrity and misconduct are two sides of the same coin (Pecorari & Sutherland-Smith, [2021](#)), solutions to improve AI competence (Striepe et al., [2023](#)), the perception of plagiarism (Curtis & Popal, [2011](#)), inaccessible, ambiguous or confusing policy (Reedy, Pfitzner, et al., [2021](#)), punitive rather than educative approaches (Miron et al., [2021](#)), moral values and Islamic values (Azzis & Mahmud, [2021](#)), academic skill that needs to be developed (Cutri et al., [2021](#)), promotes honesty and integrity (McClung & Gaberson, [2021](#)) and ethical approach (Howard & Jamieson, [2021](#)).

The recent studies discussed themes of implementation of academic integrity processes (Pell & Amigud, [2023](#)), Academic Integrity literacy (Hossain, [2022](#)), Innovative strategies (Khoo & Kang, [2022](#)), Overrepresentation of reporting (Eaton, [2022](#)), Differences between countries (Johansen et al., [2022](#)), a culture of integrity (Curtis et al., [2022](#)), academic conduct procedure (Davis, [2022](#)), act with accuracy, honesty, fairness, responsibility, and respect (Farahat, [2022](#)), principles of publishing ethics, review policy, and counteraction to unethical practices policy (Petrushka, [2022](#)), socio-digital devices (Georges, [2022](#)), a culture of academic integrity approach (Fudge et al., [2022](#)), students' perceptions (Erguvan, [2022](#)), ethical use of resources (Kašáková & Kožariková, [2022](#)), commitment to values (Miron et al., [2022](#)), educational administrators (Kumar et al., [2023](#)), phenomenon of enological boom (Klymova, [2023](#)), academic workload and pressure (Guruswami et al., [2023](#)), a culture of academic integrity (Çelik & Razi, [2023](#)), shortcoming of the laws (Krasiuk, [2023](#)), negligible actions (Atikuzzaman & Yesmin, [2023](#)), Large Language Models (LLMs) such as ChatGPT (Perkins, [2023](#)), and lack of interest, pressure of time with competing priorities, lack of understanding of the policy on academic honesty (Mukasa et al., [2023](#)). These all studies established that academic integrity is a dynamic concept and needs to be redefined.

2 Research Design and Method

A stepwise approach that integrates technology and linguistic assessment of the abstracts of 1,000 academic articles on of "Academic Integrity" published between 1966 and 2023 was utilized. The dataset was created with the help of the Litmaps App which allowed locating proper academic works through building the citation network along with its influence on publications. Literature regarding the idea of "Academic Integrity" was searched using the phrase to narrow down the area of publications collected to the subject of interest. Extracted linguistic analysis abstracts from each of the 1,000 publications as abstracts offer brief insights into the essential research focus, approach, and results of the study (Ali & Ahmed, [2015](#); Nadeem et al., [2015](#)). We employed a bigram analysis to the abstracts in the course of which we examined the adjacency of word pairs, as this is the definition of the bigram. This was achieved with the use of computational linguistic devices bearing the function of identifying and measuring repetition within word structures. Bigram's analysis enabled the determination of the key themes and vocabulary regarding the ways in which 'Academic Integrity' has been viewed historically and socially about various disciplines and geographical areas, and changes in them over time (Sabir et al., [2018](#); Rasool et al., [2018](#)). Upon the construction of bigrams, they were subjected to statistical, as well as qualitative analysis, whereby the specific areas of concentration of the respective publications were highlighted (Amin et al., [2018](#); Zaman et al., [2021](#)). This assisted in mapping the history of the discussion surrounding academic integrity where new topics were introduced and others dropped. Thus, we were able to conduct a linguistic analysis and identify the prominent themes in the studies on academic integrity (Muhammad et al., [2024](#)).

3 Analysis and Findings

As far as scholarly work concerning academic integrity is concerned, since 1966, 211 publications have been found (see Figure 1). These articles have been published in several scholarly journals: With 39 publications between them, which account for 18.5% of the total, the "International

Journal for Educational Integrity" and the "Journal of Academic Ethics" have made a substantial contribution to this body of work, indicating a high focus on this subject in both journals. The three journals that produced four articles each—"Academic Medicine: Journal of the Association of American Medical Colleges," "Assessment & Evaluation in Higher Education," and "Journal of Business Ethics"—accounted for 1.9% of the total publications. The bulk of research on academic integrity (57.3% of the total) is dispersed among different publications outside of these ones. The wide interest and involvement in the topic of academic integrity among the academic community is reflected in this diversified distribution.

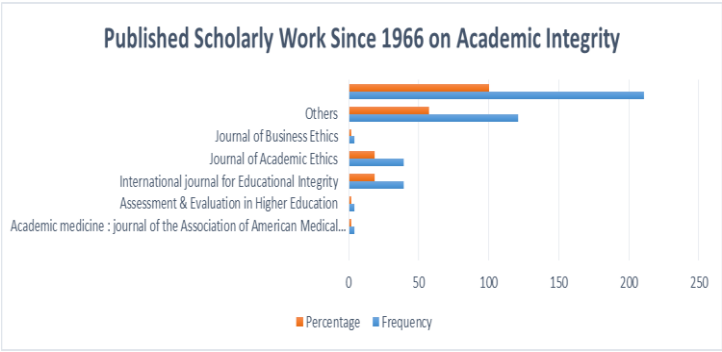


Figure 1: Published research on Academic Integrity since 1966

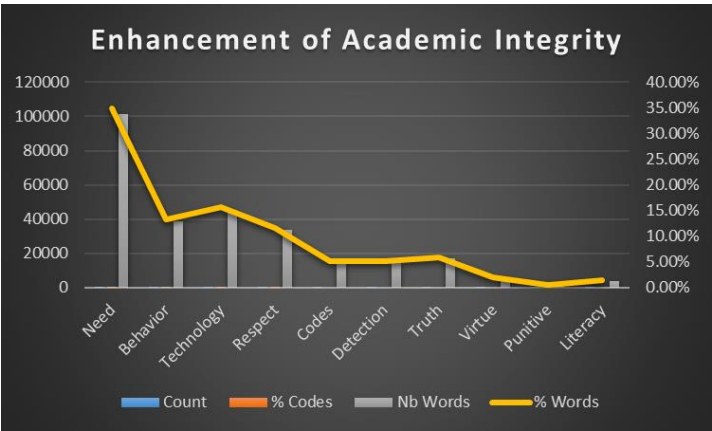


Figure 2. Research in the context of enhancement of Academic Integrity

The table 1 provides themes presented in the academic research papers published around the globe discussed enhancement of academic integrity, along with some associated statistics.

Table 1: Academic Integrity Enhanced

Code	Count	% Codes	Nb Words	% Words
Need	328	29.50%	101165	34.80%
Behavior	86	7.70%	38627	13.30%
Technology	63	5.70%	45612	15.70%
Respect	59	5.30%	33986	11.70%
Codes	37	3.30%	15134	5.20%
Detection	30	2.70%	14972	5.10%
Truth	19	1.70%	16829	5.80%
Virtue	10	0.90%	5793	2.00%
Punitive	9	0.80%	1449	0.50%
Literacy	8	0.70%	3944	1.40%

Need for academic integrity is the most prevalent category discussed in academic literature since 1960 accounting for 29.50% followed by category of Behavior accounts for 7.70% of the identified codes (see table 1). The role of technology in academic integrity addressing issues like plagiarism detection software. It accounts for 5.70% of the identified codes. Respect category which involves the importance of respect for academic standards and others' work, accounts for 5.30% of the identified codes. Codes of conduct or rules related to academic integrity, accounts for 3.30% of the identified codes. Methods and tools for detecting violations of academic integrity accounts for 2.70% of the identified codes. The value of truthfulness and honesty in academic work accounts for 1.70% of the identified codes. The idea of academic virtue encompasses ethical values and principles accounts for 0.90% of the identified codes. Consequences or penalties for academic integrity violations accounts for 0.80% of the identified codes. The importance of information literacy and academic writing skills in upholding academic integrity accounts for 0.70% of the identified codes.

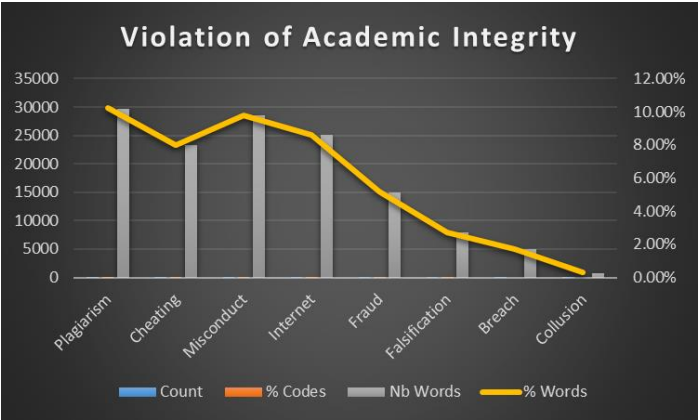


Figure 3: Research in the context of violation of Academic Integrity violations

The table 2 provides different themes related to compromised academic integrity. This table presents instances of academic integrity violations discussed in academic research papers published in different journals.

Table 2: Academic Integrity Violated

Code	Count	% Codes	Nb Words	% Words
Plagiarism	135	12.10%	29615	10.20%
Cheating	129	11.60%	23259	8.00%
Misconduct	96	8.60%	28545	9.80%
Internet	42	3.80%	25019	8.60%
Fraud	23	2.10%	15022	5.20%
Falsification	16	1.40%	7924	2.70%
Breach	14	1.30%	4991	1.70%
Collusion	9	0.80%	803	0.30%

Plagiarism is the most prevalent category, accounting for 12.10% of the identified codes, followed by Cheating in academia accounts for 11.60% of the identified codes (see Table 2). Misconduct encompasses a range of unethical behaviors counts for 8.60% of the identified codes. Involving online sources and resources accounts for 3.80% of the identified codes. Fraudulent activities related to academic work, such as forging documents or credentials account for 2.10% of the identified codes. Instances of falsifying data or information in academic work account for 1.40% of the identified codes. Breaches of academic policies or rules account for 1.30% of the identified codes and collaboration or collusion to engage in academic misconduct accounts for 0.80% of the identified codes.

The findings suggest that removing problems including data falsification, plagiarism, misconduct, dishonesty, contract cheating, breach, collusion, and deception might improve academic integrity. This progress is made possible by utilizing technical advancements in conjunction with the promotion of a culture based on honor codes, respect, truth, and justice throughout all educational institutions, from schools to universities. When taken as a whole, these actions help to create a more stable atmosphere for moral behavior and academic integrity.

Furthermore, the incorporation of software tools like Grammar checkers, Turnitin, and Mendeley has significantly and favorably impacted the improvement of academic integrity. These developments in technology provide useful tools to help instructors and students uphold moral principles, encourage creativity, and discourage plagiarism—all of which contribute to the development of an academic integrity culture in learning environments.

3.1 Conclusion

The study concludes that academic integrity now encompasses a wider range of activities and has changed over time. However, because higher education institutions around the world use a variety of norms and regulations, the global scene lacks a cohesive punitive framework. The emphasis has primarily been on taking punitive action against those who engage in academic misconduct, rather than on institutional education of academic integrity. This method emphasizes the necessity of a more thorough, institution-wide plan to foster an academic integrity culture.

The study's conclusions are insightful for many stakeholders, such as legislators, educators, and institutions. They emphasize the need for contemporary methods and techniques to foster academic integrity in the context of today's higher education. This study provides direction and advice for future research and practical activities in the subject of academic integrity, ultimately encouraging a culture of honesty and ethical conduct in academia. By tracking the evolution of academic integrity, the study enhances our understanding of this crucial educational concept.

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