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PSYCHOLOGICAL FEATURES OF SENIORS WITH SUBJECTIVELY DIFFERENT LEVELS OF ACADEMIC INTEGRITY

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The article presents psychological characteristics of individual seniors with subjectively different levels of academic integrity. It is shown that the assessment of the concept of "academic integrity" is associated with the subjective level of academic integrity of seniors. Students with high and medium levels of integrity are positive about the concept of "academic integrity" and believe that it is typical for their environment. It is shown that high academic integrity of subjective assessment associated with high achievement motivation of school students and its excess over the motivation of avoiding failures and reduces the manifestations of unfair behaviour in school.

Keywords: academic integrity, personality of seniors, subjective evaluation, self-esteem, achievement motivation, motivation to avoid failure.

В статті визначено психологічні особливості особистості старшокласників з суб'єктивно різними рівнями академічної доброчесності. Показано, що оцінка поняття «академічної доброчесності» пов'язана з суб'єктивним рівнем академічної доброчесності старшокласників. Учні з високим та середнім рівнями власної доброчесності позитивно оцінюють поняття «академічної доброчесності» і вважають, що воно притаманно їх оточенню. Показано, що висока оцінка суб'єктивної академічної доброчесності пов'язана з високим рівнем мотивації досягнення старшокласників та її перевищенням над мотивацією уникнення невдач, сприяє зниженню проявів нечесної поведінки в навчанні.

Ключові слова: академічна доброчесність, особистість старшокласника, суб'єктивна оцінка, самооцінка, мотивація досягнення, мотивація уникнення невдач.

В статье представлены психологические особенности личности старшеклассников с субъективно разными уровнями академической порядочности. Показано, что оценка понятия «академической порядочности» связана с субъективным уровнем академической порядочности старшеклассников. Старшеклассники с высоким и средним уровнями собственной порядочности положительно оценивают понятие «академической порядочности» и считают, что она характерно для их окружения. Показано, что высокая оценка субъективной академической порядочности связана с высоким уровнем мотивации достижения старшеклассников и ее превышением мотивации избегания неудач, способствует снижению проявлений нечестного поведения в обучении.

Ключевые слова: академическая порядочность, личность старшеклассника, субъективная оценка, самооценка, мотивация достижения, мотивация избегания неудач.

The youth of today is developing in a society where boundaries between good and evil are blurred so honesty because training is one of the most important tasks of modern school and university education. Young people need to understand that success in life depends primarily on their integrity into learning process, and thus on their knowledge, instead of «borrowing» the results of the others, cheating and copying works.

Today in Ukraine the amount of research on the issue of academic integrity extends. Ukrainian scientist T. Finikov points to the need to identify environmental parameters that would help eradicate corrupt practices in Ukrainian education. In the studies of T. Yaroshenko, M. Greeneva, O. Tsokur, V. Romakin there was carried out the comparative analysis of Ukrainian and American students on academic integrity standards, examined the effectiveness of the «code of honour» at American schools [6]. A. Melnichenko determined the phenomenon of academic dishonesty based on the willful violation of generally accepted among scholars moral and legal norms, usually with the aim to obtain certain benefits [2].

The research of academic integrity at secondary school is only gaining momentum, but now there is an urgent need to determine the causes that encourage school students - future students go to deception and fraud in the writing of control and examination papers and tests. Studying the psychological characteristics of high school students who support the principles of academic integrity, and determining the cause of academic dishonesty has important theoretical and practical value, and allows to establish mechanisms to prevent academic fraud and develop a program to prevent it.

Quite important is the study of individual psychological characteristics of a school student, which supports the principles of academic integrity and considers himself a decent and honest man.

Objective: to determine the psychological characteristics of seniors individual with subjectively different levels of academic integrity.

The paper used the following methods and techniques of research: survey method to determine the representation of school students on academic integrity, types of academic fraud in school and the reasons that violate academic integrity; method of graphical scale for studying subjective level of academic integrity at school students; method of semantic differential of Ch. Osgood to determine the level of self-esteem of school students and evaluating the concept of «academic integrity» [3]; «Motivation success» and «Failure avoidance motivation» of T. Ehlers techniques; methods of statistical data processing.

The subjects of the study were students of the eleventh forms of Kharkov school №12 and №45 KhEEC

«Academic Gymnasium» - a total of 101 students, including 54 girls and 47 boys.

Academic integrity is a central part of academic culture. It is defined as mandatory compliance in learning, under any conditions of such fundamental values as honesty, trust, respect, fairness, responsibility and accountability. [5] These key concepts that reveal the content of academic integrity were first declared in September 2004 in Bucharest at the International Conference on Ethics, which adopted the Bucharest Declaration on ethical values and principles of higher education in Europe [1, 6]. The concept of academic integrity appeared in the regulations of the country. So, of 2016 the Parliament of Ukraine adopted in first reading the draft framework law «On education». The new edition is the first which includes articles on academic integrity. Article 42 is a part of Section V «Quality education» and gives a clear definition of academic integrity, that is:

«Academic integrity - a set of ethical principles and legal rules that have guided the participants of the educational process in the learning, teaching and conducting research (creative) activities to ensure confidence in the results of study and / or research (artistic) achievements» [4]. Also in the law there are the basic rules of respect towards integrity by academic teachers, researchers, pupils and students there is a list of the main types of violations of academic integrity and the range of possible consequences (penalties) to the offender.

Unfortunately, these acts do not define psychological mechanisms of academic integrity, they are in need of psychological and educational support in the form of programs that facilitate the development of students' personality traits and behavioral strategies that aimed at gaining victories and success through their own achievements. Therefore, we have investigated how students understand the modern concept of academic integrity and identified psychological characteristics of the individual seniors with subjectively different levels of academic integrity.

According to the survey results there were determined the distribution of investigated on the subjective level of academic integrity. Among high school students surveyed 54% believed to have a high level of academic integrity, 34.6% - average and 10.7% - low.

The investigated appreciate their own level of academic integrity. They see themselves as decent and honest in learning and life. It should be noted that there are differences in the assessment of their academic integrity in boys and girls. So boys more often than girls acknowledge a low level of academic integrity, while girls - high. Comparing these data with the answers to the questionnaire, where each of those questioned determines the frequency of dishonest behaviour in school, indicating a higher self-criticism in boys compared with girls.

High appreciation of their academic integrity in seniors gets at odds with data on educational dishonesty cases that were identified by the survey results. 62.4% of respondents admit that 3-5 times a month, they use dishonest behaviour in studying process at school, that violate their own academic integrity. And girls do more than boys. There is fairly low percentage of respondents (2.4%) who never used dishonest behaviour in studying process at school. These data do not coincide with the number of people who attributed a high level of their academic integrity.

It analyzes the idea of high school students about academic integrity. Table 1 presents data definition. The largest number of students believe that academic integrity - is worthy, important cultural and honest behaviour, tactical attitude and respect for others students and teachers.

Table 1

Data on the definition of «academic integrity» got as the result of high school students studied

The definition of «academic integrity»	Number
Worthy, important cultural and honest behaviour, tactical attitude and respect for others students and teachers	38,3%
Implementation of school rules and all that say teachers	25,5%
Honesty in training	23,5%
Liability in training	12,7%

Slightly fewer respondents believe that academic integrity - is the implementation of school rules and all that teachers say. Also, academic integrity is defined as the fairness in education. At the last place compared to its responsibility in education. It is the idea of this concept and explains the difference on the subjective level of academic integrity and the frequency of dishonest behaviour in studying process: school students - cultural and decent Students performing school rules and requirements of teachers, but sometimes (3-5 times a month) they can write off use and Internet during tests that they believe does not violate these rules.

In addition to the frequency distribution displays of dishonest behavior in studying process we have identified the most common form of academic dishonesty. The investigated often write off (43.2%) and use at the tests and examinations prohibited materials and devices (41.3%). The lowest rates were noted in assessment cases to obtain money and services - only 4.3% of the responses.

Table 2

Frequency of distribution of the causes that lead to dishonest behaviour of seniors manifestations

Groups of investigated	Reasons that cause dishonest behaviour in studying process (%)							
	Fear of failure	Desire to be more appreciated	Contempt to wards teachers	Lack of interest in the discipline	Others write off what I in worse	I can write off if the teacher is out	Classmate asks to write off	Other
Boys	11,2	20,4	3,1	21,4	1,0	13,3	27,6	2,0
Girls	9,6	20,3	2,6	18,4	4,4	17,5	25,4	1,8
Total	15,6	20,5	2,0	19,2	2,0	13,9	23,5	3,3

There are interesting results on the reasons that lead to manifestations of unfair educational behaviour in school students. The most common explanation is the desire to support friends who ask to write off (23.5%), desire of a higher estimation (20.5%) and lack of interest to the discipline (19.2%).

With the help of the method of semantic differential we have evaluated the concept of academic integrity and defined self-esteem of the surveyed school students. The data are presented according to the gender of the subjects and subjective evaluation of academic integrity (Table 3).

Table 3

Estimated - self-estimated figures studied of school students as subjects

Subjects Groups	Factors		
	Evaluation ($\bar{x} \pm \sigma$)	Power ($\bar{x} \pm \sigma$)	Activity ($\bar{x} \pm \sigma$)
Boys	12,1 \pm 4,9	7,3 \pm 5,8	5,6 \pm 2,8
Girls	10,6 \pm 5,1	5,2 \pm 3,3	6,2 \pm 3,2
Total	11,4 \pm 5,8	6,7 \pm 3,9	5,9 \pm 3,3
High level of subjective evaluation of	10,4 \pm 4,9	6,0 \pm 3,6	5,6 \pm 2,8
Average level of subjective assessment of	9,3 \pm 5,1	5,1 \pm 3,0	6,0 \pm 3,2
Low level of subjective evaluation of	8,0 \pm 4,0	6,1 \pm 3,2	7,0 \pm 3,3

Data for the factor «Evaluation» in more than 60% of the sample are on average range from 8 to 16. So, for most respondents by factor «Evaluation» the average level with the tendency to increase is characteristic. Such data indicate the esteem of the subjects taking themselves as a personality, understanding themselves as bearers of positive socially desirable characteristics in a certain sense satisfaction.

Data for the factor «Power» in 71% of the group are in the average range from 4 to 10. Most respondents by factor «Power» the average downward trend is typical. School students are not confident, independent of external circumstances and estimates, do not rely on their own strength in difficult situations, unable to follow the accepted courses.

Distribution factor data «Activity» in 57% of the group are in the average range of 3 to 9. Factor «Activity» respondents are characterized at the average level with a downward tendency. This indicates that the majority of the surveyed school students are passive and emotionally - stable.

Boys compared with girls evaluate themselves slightly above factors «Assessment» and «Power». They respect themselves more and recognize the strength to control their own lives.

Regardless of the sex of the studied there was calculated the average of semantic differential factors depending on the subjective assessment of academic integrity. The higher is the assessment of their academic integrity, the higher is factor for the «Evaluation» and vice versa - with the level of academic integrity assessment, data factor «Activity» is reduced. So school students with high self-esteem and positive self-perception appreciate their own academic integrity, and those that focus on the expansion of social contacts evaluate their own academic integrity slightly lower (perhaps they have a lot of friends who ask to write off).

Table 4

Averages figures of «academic integrity» concept on semantic differential method

Subjects Groups	Factors		
	Evaluation ($\bar{x} \pm \sigma$)	Power ($\bar{x} \pm \sigma$)	Activity ($\bar{x} \pm \sigma$)
Boys	6,3 \pm 5,0	4,8 \pm 3,7	2,2 \pm 3,9
Girls	6,5 \pm 4,3	4,9 \pm 3,9	1,4 \pm 4,0
Total	7,9 \pm 4,6	4,9 \pm 4,7	1,8 \pm 4,1
High level of subjective evaluation of	6,9 \pm 4,0	2,3 \pm 3,7	1,9 \pm 3,9
Average level of subjective assessment of	6,1 \pm 2,7	1,8 \pm 3,3	1,7 \pm 3,0
Low level of subjective evaluation of	6,0 \pm 7,6	4,6 \pm 6,0	1,3 \pm 6,8

Results for the factor «Evaluation» concept «academic integrity» in 70% of the sample are in the middle and high range. Subjects of school students define the term «academic integrity» as socially desirable and give it a high positive value. On the factor «Power» concept «academic integrity» in 72% of the group data is at the average range. School students believe that «academic integrity» affects their learning, gives confidence and strength to solve complex situations. Over factor «Activity» concept «academic integrity» in 80% of the group results are at the low range. Senior school students believe that the concept of «academic integrity» is not so actively implemented to the process of studying and is not typical for most of their friends.

For all the studied factors there were not identified significant differences according to sex, and boys and girls provide the average increase of the factor score for «Evaluation» and «Power», low scores – on the factor «Activity.»

Regardless of the sex of the studied there was calculated the average on the factors of semantic differential depending on the subjective assessment of academic integrity. The higher the assessment of their academic integrity, the higher are the factors «Evaluation» and «Activity» on the concept of «academic integrity.» On the factor «Power» there was defined the following relationship: in the group with low levels of academic integrity subjective concept of this phenomenon is rated higher than the group with medium and high levels. School students, who evaluate their own low academic integrity, believe that academic integrity, in a greater level influence their learning and life.

We have analyzed the data obtained by the methods of «Motivation success» and «Failure avoidance motivation» of T. Ellers. The distribution of the data with the motivation to achieve from 7 to 24, 40% of these are in the range from 11 to 16 points and 40% of 17 to 20 points, graphics of frequency distribution are usual curves with the shift to the right. The studied school students are characterized by the middle and moderately high levels of motivation to succeed.

Table 5

Averages of motivation to succeed and avoid the failures of the studied seniors

Groups of investigated	Motivation	
	Yetting success($x \pm \sigma$)	Avoiding failure($x \pm \sigma$)
Boys	15,4 \pm 3,8	14,3 \pm 3,1
Girls	16,4 \pm 4,1	15,6 \pm 5,2
Total	15,9 \pm 3,9	15,0 \pm 4,4
High level of subjective evaluation of	16,7 \pm 3,7	14,3 \pm 3,1
Average level of subjective assessment of	15,6 \pm 4,1	14,2 \pm 2,9
Low level of subjective evaluation of	12,9 \pm 2,7	12,8 \pm 6,3

The distribution of the data of the motivation to avoid failures from 1 to 26.41% of the data are in the range of 10 to 16 points and 31% of 17 to 20 points, graphics of frequency distribution are usual curves with the shift to the right. The studied school students are characterized by the middle and moderately high levels of motivation to avoid failure.

Motivation to succeed and motivation to avoid failures in the studied seniors, are in equilibrium and at moderately high level. The investigated are sufficiently focused on success and go to the goal avoiding failure. No significant differences were identified on the severity of achievement motivation and motivation of avoiding failure depending on gender of the subjects.

We have determined that the results, describing the motivation to achieve and to avoid failures in the studied seniors, depend on the subjective assessment of academic integrity. The higher the assessment of their academic integrity is, the higher are achievement motivation and avoid failure, and motivation to achieve something greater than avoidance motivation. So school students with high achievement motivation appreciate their own academic integrity.

Table 6

Data correlation analysis of the studied parameters (by the criterion Spearman) in a group of school students

Indicators	Correlation coefficient	Significance level
subjective level of «academic integrity» – frequency of dishonesty	-0,331	0,01
subjective level of «academic integrity» – motivation achievement	0,354	0,05
factor personality «Evaluation» – factor «Power» of concept «academic integrity»	0,325	0,01
factor personality «Evaluation» – motivation to avoid failure	-0,407	0,01
factor personality «Activity» – achievement motivation	0,382	0,01
factor personality «Activity» – motivation to avoid failure	-0,375	0,01
factor «Evaluation» of concept «academic integrity» – achievement motivation	0,365	0,05

There was found correlation between the studied parameters. Subjective level of academic integrity creates a direct link with the motivation to succeed and return with frequency of dishonesty in dishonest behaviour: the more school students focus on success, the more they evaluate their own academic integrity and the lower displays of dishonest behaviour they exhibit during training.

Factor personality «Evaluation» creates a direct link with the factor of «Power» of «academic integrity» concept and return with the motivation to avoid failure: the higher the level of self-esteem and perception of the individual seniors is, the more power they give to the concept of «academic integrity» and still more there is expressed motivation of avoiding failure.

Factor «Activity» of personality creates the direct link with achievement motivation and the opposite with motivation to avoid failure: the more school students focus on social interaction and communication, the more they aim to achieve and avoid failures.

Factor «Evaluation» of the concept integrity creates the direct link with achievement motivation and indicates that psychological feature of seniors individuality who appreciate the concept of «academic integrity» is the highest level of achievement motivation.

Table 7

Comparative analysis data of the studied parameters between school students' groups with different levels of subjective academic integrity

Level of subjective academic integrity	Level of subjective academic integrity Indicator (level of importance)	
	Medium	Low
High	- frequency displays of unfair behaviour in studying process (p=0,05) - Factor «Evaluation» of the concept «academic integrity» (p=0, 04)	- frequency displays of unfair behaviour in studying process (p=0,02) - achievement motivation (p=0, 009)
Low	- factor «Power» concept «academic integrity» (p=0, 04) - achievement motivation (p=0, 04)	

There were identified significant differences between groups with different levels of academic integrity in the studied school students. As the results of comparison of school students with high and low levels of subjective academic integrity there were identified significant differences in terms of achievement motivation and the frequency of dishonest behaviour. The higher the level of subjective academic integrity, the more inherent motivation to achieve and less manifestation of unfair behaviour of school students in studying process.

In groups of school students with high and middle subjective academic integrity were identified significant differences in terms of factor «Evaluation» concept «academic integrity» and the frequency of dishonest behaviour in studying process. As the result of the comparison of school students with middle and low levels of subjective academic integrity there were identified the significant differences in terms of achievement motivation and the frequency of dishonest behaviour in studying process.

As the result, we have the following conclusions.

1. Academic integrity - a concept that is defined by the Law of Ukraine «On Education», and includes a set of ethical principles and rules that have guided the participants of the educational process in the learning, teaching and conducting research (creative) activities. In the educational process a young man constantly faces a choice: to work independently and acquire new knowledge or «facilitate» a task and use the information elaborated by others, such as writing off the homework of others, or «borrowing» other people's results of scientific activity, without specifying the source of borrowing.

2. Academic integrity, ideas for school students, it is - a cultural and honest behaviour, tactical attitude and respect for others students and teachers, implementation of school rules. Evaluation of the concept of «academic integrity» is associated with the subjective level of academic integrity of seniors. Students with high and medium levels of integrity are positive about the concept of «academic integrity» and believe that it is typical of their environment. Thus, the same manifestations of academic dishonesty as cheating, support of a friend who asks to write off, etc., do not reduce the general level of decency of a high school student who feels appropriate action ethical rules that govern the educational process at school. Therefore, it is necessary to develop social and psychological program to reduce voltage of specified by us controversy.

3. High evaluation of subjective academic integrity is associated with high achievement motivation of high school students and its excess over the motivation of avoiding failure and reduces the manifestations of unfair behavior in school.

The prospect of further research might determine the behavioral strategies of students in learning process compared with the data of their performance ratings and testing. No less interesting, in our opinion, can be longitudinal study that would cover not only the period of study at school and university, but also would include information about progress in professional activities of a man who follows the principles of academic integrity.

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