

Relationship Among Academic Integrity and Academic Performance of University Students

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Abstract

An academic community's foundation and continued existence depend on its members upholding high standards of scholarship. Academic assignments are there to aid in learning, and grades are there to demonstrate how well this goal been met. Everyone in the society is expected to adhere to the ideal of fundamental honesty in his or her work, ideas, and deeds. Therefore, all work and all grades should result from the student's own understanding and effort. As a result, each assignment and mark should reflect the student's comprehension and effort. The paper looks at the relationships between academic honesty and academic performance among university students. The hypothesis was to determine whether there was a statistically significant relationship between students' academic integrity and their academic performance. This study is both quantitative and descriptive. The targeted population includes two public universities of Islamabad with undergraduate students enrolled in computer science and Education program. The sample is selected through convenient sampling. Quantitative data was gathered from 358 students through questionnaire. There were 26 closed-ended questions on the research instrument. The panel of experts validated the validity of the instrument, and Cronbach's alpha was used to quantify its reliability; the resultant value was 0.827.SPSS was used for data analysis, and statistical methods like chi-square, frequency, and percentages were used. This study would have implications for education administrators who want to concentrate on preparing faculty members to emphasize and develop strong ethical principles in their students throughout their academic careers. **Keywords:** Academic integrity, Academic performance, learning quality, Education, Academic honesty

INTRODUCTION

Academic integrity is described in the broadest sense as "shared values and ethics that include honesty, fairness, rigor, trustworthiness, and respect for students' academic work and evaluation". The university's degree programs use assessment to gauge how well students are learning. Exams are often given to students to determine their aptitude and level of oral and written understanding of the material covered. Since they have more time to finish the exam and make it perfect, students frequently turn to larger fraud as a final option to earn a decent result on written tests. These practices are considered violations of academic authenticity. De Lambert, Ellen, Taylor (2006), defines academic integrity as "the presentation of work for research by the student for credit, and demonstrates the student's knowledge and understanding of the content or procedures to be undertaken have been considered". Academic dishonesty can be understood as predetermined, inappropriate behaviors used by students to gain an unfair advantage in tests and assignments. Academic dishonesty, according to Comas Forgas, Sureda Negre and Salva Mat (2010), plagiarism is the negative impression of others, which includes duplicating and copying someone else's work, buying work, and collaborative work on tasks requiring individual effort. As noted by Owunwanne, Rustagi, and Dada (2010), students often resort to academic dishonesty due to their strong desire to excel academically, which includes achieving high grades to enhance their transcript records, become eligible for scholarships, access specific courses, and even pursue opportunities as graduate assistants. Many different things might lead to academic integrity violations. Students commonly provide various reasons for engaging in academic dishonesty, including the desire to complete assignments rapidly, the perceived advantages associated with cheating, a limited understanding of the subject matter and proper citation techniques, a prevailing culture that downplays the severity of cheating, insufficient motivation, inadequate preparation, the stress of achieving high grades, and the complexity of the course material (Harding, Carpenter, Finelli, & Passow, 2004). Academic integrity plays a crucial role in universities and other higher education institutions, as emphasized by Duke University's Center for Academic Integrity. It serves as the foundation for a robust and vibrant academic community, promotes scientific progress, and helps students develop a sense of civic responsibility. The significance of this paper lies in its specific focus on assessing the academic integrity levels among university students. This study also sought to determine how students' academic integrity and the academic performance relate to one another. The researchers' only attention was on undergraduate Pakistani university students in Islamabad who are enrolled in computer science and Education.

PROBLEM STATEMENT

University's goal should be to develop an academic environment that supports students' integrity both inside and outside of the classroom. For

many years, higher education has primarily concentrated on aspects related to the recipient of this education, including teaching methods, feedback mechanisms, and infrastructure. However, limited research has delved into the examination of student behavior to ascertain if a correlation exists between a student's ethical conduct and the quality of education they receive at the university. In our institutions, academic integrity is considered a fundamental value in the realms of both studying and teaching, and all academic activity.

The study's purpose is to understand about relationship between academic integrity and academic performance in university students of Islamabad.

RESEARCH OBJECTIVES

To examine the relationship between academic integrity and the academic performance of university students in Islamabad.

RESEARCH HYPOTHESIS

H₀₁. There is a statistically no significant relationship between academic integrity and the academic performance of university students in Islamabad.

RATIONALE OF THE STUDY

This would contribute to higher education quality and accessibility for students with learning disabilities. Researchers and educators can find patterns, motivations, and viable interventions to promote academic integrity and avoid dishonesty among students by monitoring their behavior. Academic integrity research is being performed to investigate methods of encouraging honesty, trust, and ethical behavior within the educational environment. Finally, academic integrity research aims to maintain the legitimacy of educational systems while also ensuring that students graduate with important skills and a strong sense of ethical responsibility

REVIEW OF LITERATURE

Academic integrity is a significant concern in all educational settings, but it becomes particularly challenging in online courses due to the greater autonomy students have and the reduced direct supervision by teachers. According to Bretag et al. (2019), students are more likely to be engaged and motivated in their studies when they perceive their academic environment as ethical and fair. Because students are more invested in their education and willing to put in the effort required for genuine learning as a result of this engagement, learning outcomes improve. According to Curtis and Clare (2017), relying solely on technology to combat academic dishonesty is insufficient. Students' stress and anxiety have been linked to cheating and plagiarism, two common breaches of academic integrity (Smith & Jones, 2020). According to Johnson (2019), mental health issues can be exacerbated by the pressure to perform well academically and the temptation to cheat (Johnson, 2019). Educational practices have been transformed by technological advancements, which has had a significant impact on academic performance. Academic integrity and academic performance are

consistently linked, according to research. Understudies who stick to standards of scholastic uprightness regularly accomplish higher grades and exhibit further grasping obviously happy (Garcia and Martinez, 2020). On the other hand, academic dishonesty like cheating or plagiarizing undermines the learning process and results in subpar academic performance and learning outcomes (Roberts, 2019).

Dishonesty in the Academic Setting

Dishonesty can be avoided by participating in educational programs that educate students on academic integrity. To continuously reinforce the message, these programs ought to be incorporated into the curriculum. Students' stress and anxiety have been linked to cheating and plagiarism, two common breaches of academic integrity (Smith & Jones, 2020). Such deceptive ways of behaving compromise scholastic principles as well as add to sensations of culpability and self-question (Brown et al., 2021). One of the most common violations of academic integrity is plagiarism, which is the use of someone else's ideas, words, or work without giving proper credit. Unauthorized collaboration, the use of unauthorized materials during exams, and data falsification are all examples of cheating. In order to support a particular narrative or conclusion, fabrication entails inventing or altering data, results, or citations. According to Garcia and Martinez (2020), fabrication compromises the integrity of educational assessments and academic publications and damages the validity of research and other scholarly works. When students collaborate without permission from their teachers on assignments or exams, this is called "unauthorized collaboration." Adams and White (2022) feature the significance of plainly characterizing cooperation strategies and elevating individual responsibility to forestall breaks of scholastic respectability.

In order to gain unfair academic advantages, misrepresenting one's authorship or credentials in scholarly publications or applications is a form of misrepresentation. According to Johnson and Patel (2023), misrepresentation can undermine academic communities' trust and credibility, necessitating measures to verify and authenticate academic accomplishments. Improper reference rehearses incorporate lacking or inaccurate attribution of sources, prompting deception of others' work or thoughts. Roberts and Lee (2024) accentuate the significance of schooling and preparing in legitimate reference procedures to forestall accidental infringement of scholastic respectability. Cheating involves outsourcing academic work to third parties who produce it on behalf of students, such as ghostwriters or essay mills. According to Miller and Jones (2021), contract cheating undermines academic standards and the educational process, posing ethical challenges for educational establishments when it comes to identifying and combating such practices.

ACADEMIC PERFORMANCE

GPA's total individual course grades to give a general proportion of scholastic accomplishment over the long haul, filling in as significant markers for school affirmations, grants, and scholarly standing. For ongoing

student progress and learning outcomes, formative and summative assessments are essential. Formative assessments, such as quizzes, class discussions, and homework assignments, provide students and teachers with ongoing feedback on their understanding of learning objectives (Garcia & Martinez, 2020). At the conclusion of a course or academic term, summative assessments, such as final exams, projects, and term papers, assess students' overall academic performance. Computer-based testing, online quizzes, and digital portfolios are just a few of the cutting-edge assessment tools that have emerged as a result of technological advancements. Mill operator and Jones (2021) examine how computerized appraisal apparatuses improve openness, effectiveness, and objectivity in estimating scholastic execution, obliging assorted learning styles and working with prompt criticism to understudies and educators. Academic integrity and academic performance are consistently linked, according to research. Understudies who stick to standards of scholastic uprightness regularly accomplish higher grades and exhibit further grasping obviously happy (Garcia and Martinez, 2020). On the other hand, academic dishonesty like cheating or plagiarizing undermines the learning process and results in subpar academic performance and learning outcomes (Roberts, 2019).

RESEARCH METHODOLOGY

RESEARCH DESIGN

This study is both descriptive and quantitative in character, and data was collected through questionnaire. Researcher examined the variables by using data from questionnaire.

POPULATION

Population of the study is undergraduate students who are studying in public universities of Islamabad. There are 17 HEC recognized public universities in Islamabad. The study is delimited to two departments, which are computer science, and Education. The targeted population is the students of BS Education and BS computer science of universities which have common departments. The universities are are NUML, and International Islamic university of Islamabad. The estimated targeted population of the study is 3588.

SAMPLE AND SAMPLE TECHNIQUE

The study's sample is chosen using a simple random sampling technique. Sample for this study is selected through Morgan's Sample Size Table. For each population size, the table gives the recommended sample size to get a given degree of precision; usually a 95% confidence level with a 5% margin of error. The sample of the study is 358 undergraduate students of computer science and education.

RESEARCH INSTRUMENT

The questionnaire is divided into two parts, with the first part aimed at assessing demographic characteristics such as gender, age and other relevant factors while the second part consist of statements of academic integrity and

academic performance. There were total 26 statements included in the second part of questionnaire with likert scale. To assess students' understanding and attitudes regarding academic integrity, an academic integrity questionnaire included a mix of positive and negative behaviors. Adherence to assignment instructions, proper citation, and collaborative study within guidelines are examples of positive behaviors. Plagiarism, unauthorized collaboration, and exam cheating are examples of negative behaviors. The questionnaire provides a comprehensive picture of the respondents' academic integrity by including a variety of behaviors.

VALIDITY

A draft of the questionnaire is put through a pilot test with a selection of instructors and students prior to the real data collection in order to get their opinions and suggestions on the questionnaire's layout and question phrasing. The research instrument is modified according to the objectives and then the research instrument is validated through expert opinion of the teachers of education department of education.

RELIABILITY

The reliability of a research instrument is a basic sign of its consistency and steadiness in estimating the expected factors. For this situation, the instrument's unwavering quality was assessed utilizing Cronbach's Alpha, a typical proportion of inner consistency. With a Cronbach's Alpha worth of 0.827, the instrument shows an elevated degree of unwavering quality, the instrument is very much corresponded and successfully measure a similar fundamental develop.

Cronbach's Alpha Based on		
Cronbach's Alpha	Standardized Items	No.of Items
0.827	0.827	26

DATA COLLECTION

To find out the academic integrity in undergraduate students 19 statements were given to students. Undergraduate students registered at universities in Islamabad get the questionnaire. No information was gathered that may be used to identify the respondent, and anonymity was protected. In this study, information assortment was carefully completed by complying to lay out rules to guarantee the exactness and unwavering quality of the data accumulated. Researcher helped students in figuring out the explanations inside the survey, facilitating accurate and thoughtful responses. After receiving instructions from the researchers, the students completed the survey.

DATA ANALYSIS

The data was meticulously encoded numerically and entered into a SPSS (statistical software for social sciences). To assess the data, the frequency and percentages for each statement is computed. The obtained data was examined

by using the chi square to find out the relationship between academic integrity and academic performance. The percent of each statement was calculated to find out what percent of the total students have a positive or negative attitude towards academic integrity. There were both positive and negative behaviors on an academic integrity questionnaire; the negative statements were reverse-coded to ensure consistency in scoring. As a result, responses that support negative behaviors like cheating or plagiarism receive an inverse score. The overall integrity score was calculated after the negative items were reverse-coded, providing a more precise assessment of the respondent's commitment to academic integrity. The frequency and percentages were calculated through SPSS of both academic integrity and academic performance. After that the relationship between academic integrity and academic performance was examined by using chi square.

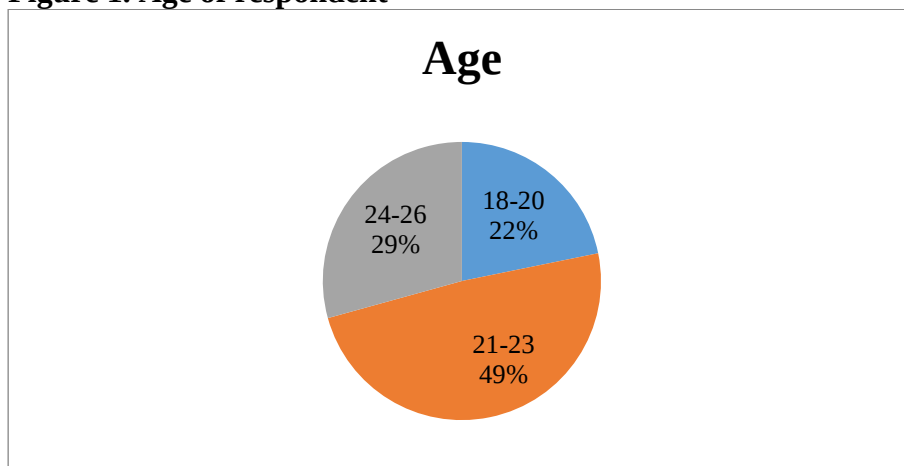
RESULT AND DISCUSSION

To assess the data, the frequency and percentages for each statement is computed. The obtained data was examined by using the chi square to find out the relationship between academic integrity and academic performance. According to this distribution, the majority of respondents in the sample are in their early twenties, with a smaller number of respondents in their late teens and mid-twenties.

AGE OF RESPONDENT

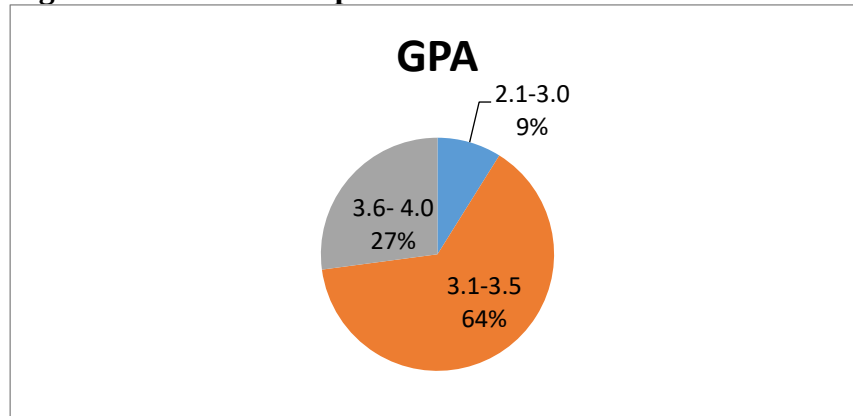
Nearly half of the sample (48.9%) of respondents was between the ages of 21 and 23. According to this distribution, the majority of respondents in the sample are in their early twenties, with a smaller number of respondents in their late teens and mid-twenties.

Figure 1. Age of respondent

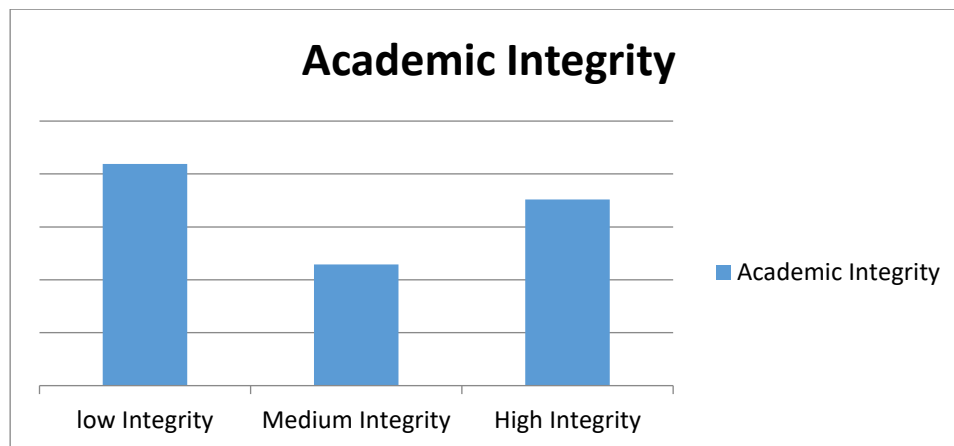


GPA OF THE RESPONDENT

The majority of students, according to this data, have a grade point average (GPA) between 3.1 and 3.5, indicating a general upward trend in the sample's academic performance.

Figure 2.GPA of the respondent**ACADEMIC INTEGRITY****Table 1.Academic Integrity of university students**

	Frequency	Percent
Low Integrity	150	41.9
Medium Integrity	82	22.9
High Integrity	126	35.2
Total	358	100.0

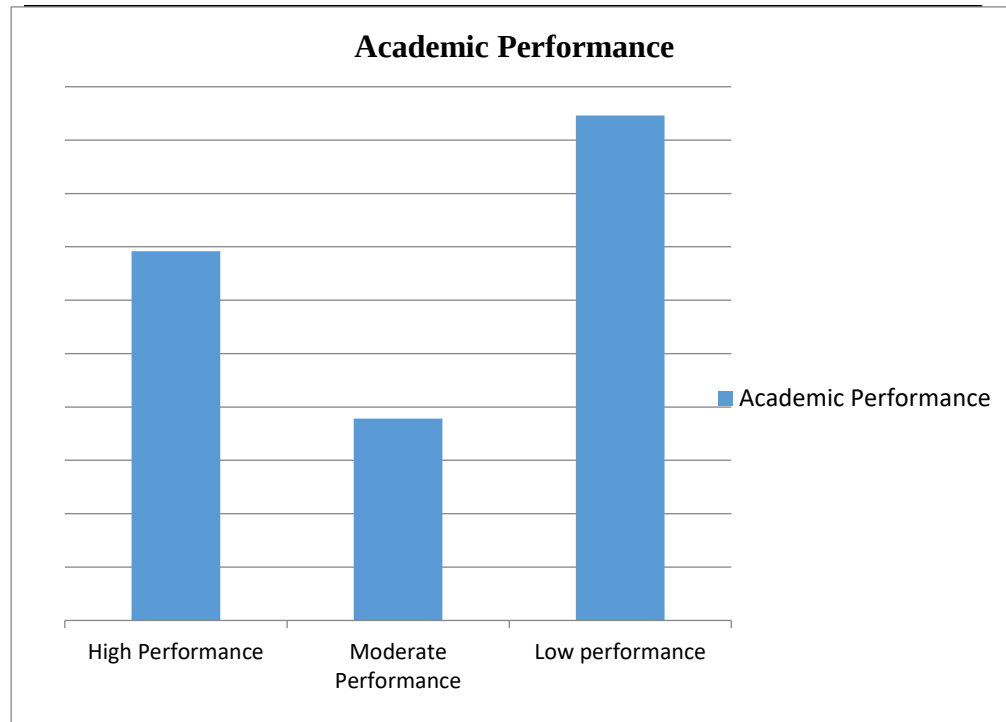


The data in Table 1 sheds light on the Academic integrity of the students. Data on university students' academic integrity are presented in the table, which is broken down into three levels: Low, Medium, and High Integrity. The fact that 41.9 percent of students fall under the Low Integrity category suggests that more than half of the students who were surveyed may engage in actions that are inconsistent with academic integrity standards. Percentage 35.2 % exhibits High Integrity, while only 22.9 % exhibit Medium Integrity. These figures recommend that scholarly trustworthiness is a huge worry, with a requirement for procedures to work on moral way of behaving among understudies.

ACADEMIC PERFORMANCE

Table 2. Academic performance of the respondent

	Frequency	Percent
High Performance	134	37.4
Moderate Performance	70	19.6
Low performance	154	43.0
Total	358	100.0



The table gives an outline of the scholarly presentation of college understudies, ordered into High, Moderate, and Low Execution levels. The Low Performance category accounts for 43.0% of the students. The fact that students with high performance make up 37.4% of the total demonstrates that a significant number of students excel academically. In contrast, 19.6% of students are classified as having Moderate Performance, indicating that a smaller percentage of students are achieving average results. Based on these findings, it may be necessary to provide specialized academic assistance, particularly to students in the Low Performance category, in order to boost overall student achievement.

HYPOTHESIS: RELATIONSHIP BETWEEN ACADEMIC INTEGRITY AND ACADEMIC PERFORMANCE

Table indicates that the relationship between academic integrity and academic performance is statistically significant .the high calculated chi square value indicates the observed differences in academic performance.

Table 3. Relationship Between Academic Integrity And Academic Performance

Academic Integrity	Academic performance			Total
	Low	Moderate	High	
	<i>Percentages</i>			
Low	29.9	31.4	57.1	41.9
Medium	22.4	37.1	16.9	22.9
High	47.8	31.4	26.0	35.2
Total	100.0	100.0	100.0	100.0

X²tab = 9.49 X²cal = 33.67 df = 4 Significant

Table indicates that the relationship between academic integrity and academic performance is statistically significant. The high calculated chi square value indicates the observed differences in academic performance. The percentage 57.1 of students with low academic integrity also has low academic performance. 31.4% of these students achieve moderate performance. Only 29.9% manage to achieve high academic performance. This appropriation plainly shows that understudies with low scholarly trustworthiness are bound to perform inadequately in scholastics. The calculated value (33.67) is compared to the critical value (9.49) using the chi-square test at 4 degrees of freedom. Since the calculated value is significantly higher than the tabulated value, the result is significant. This means that the hypothesis of relationship between academic integrity and academic performance is accepted. The significant chi-square result demonstrates a strong relationship between academic integrity and academic performance. Specifically, students with higher academic integrity tend to achieve better academic outcomes, while those with lower integrity are more likely to perform poorly. This finding underscores the importance of fostering academic integrity to improve overall student achievement.

FINDINGS

In this research the objective was to find out the relationship among academic integrity and academic performance. Researcher analyzed the students responses and inferred the academic integrity and academic performance of the student. The chi square was used to analyse the relationship between academic integrity and academic performance. The examination uncovers a measurably huge connection between academic integrity and academic performance, as confirmed by the high chi-square worth of 33.67, which far surpasses the basic worth of 9.49 at 4 levels of opportunity. This suggests that the observed variations in academic performance are not the result of chance. Notably, 57.1% of students with low academic integrity also exhibit low academic performance, while 31.4% achieve moderate performance, and only 29.9% manage to attain high performance. Based on these figures, it is clear that students with lower

levels of academic integrity are more likely to have difficulties in school. The significant chi-square result suggests that students who uphold academic integrity are more likely to achieve better academic outcomes. This suggests that there is a strong correlation between academic integrity and performance.

DISCUSSION

A study by Alzahabi and Becker (2021) explored the effect of scholarly respectability on understudies' scholastic execution in advanced education settings. Students who engaged in dishonest behavior had lower academic performance, as their research demonstrated a significant positive correlation between academic honesty and success. The study recommended implementing integrity-focused interventions to improve student performance and emphasized that cultivating academic integrity can improve academic outcomes. Tunca, Gürbüz, and Turgut (2022) investigated the ways in which students' perceptions of academic integrity impact their academic performance. Students who perceived a strong emphasis on academic integrity at their institution reported higher levels of academic achievement, according to their findings. The review proposed that improving understudies' mindfulness and comprehension of scholarly trustworthiness can emphatically affect their presentation. The relationship between students' academic behaviors and their performance was the subject of a 2019 study by Tien and Yen. According to the study, students who committed academic dishonesty, such as plagiarism and cheating, consistently outperformed those who adhered to academic integrity standards. The creators featured the requirement for powerful instructive projects to deter deceptive practices and advance moral way of behaving. The study's discoveries feature a huge connection between scholarly honesty and scholastic execution, as proven by the high chi-square worth of 33.67, which far surpasses the basic worth of 9.49 at 4 levels of opportunity. This significant difference emphasizes the significance of academic integrity in determining students' academic outcomes. More specifically, the data indicate that only 29.9% of students with low academic integrity are able to achieve high academic performance, while 31.4% of students with low academic integrity also exhibit low academic performance. Students who compromise their academic integrity are more likely to perform poorly academically, as demonstrated by these statistics. This finding upholds the speculation that scholarly trustworthiness and scholastic execution are unequivocally corresponded, with higher respectability levels being related with better scholarly outcomes. These findings are supported by additional analysis of student responses to statements regarding academic integrity. A significant number of students admitted to engaging in academically dishonest behaviors like helping others cheat, completing assignments with unauthorized assistance, and using prohibited materials on exams. These

reactions demonstrate a more extensive issue of low scholastic respectability inside the understudy populace. Positive statements about maintaining integrity, such as completing assignments without cheating, comprehending and working to avoid academic misconduct, and adhering to university policies, were criticized by a large number of students. The blended reactions additionally propose that while certain understudies perceive the significance of scholastic uprightness and endeavor to maintain it, numerous others don't completely get a handle on its importance or face compels that lead them to think twice about moral norms. Some students, for instance, reported engaging in dishonest behavior as a result of teacher explanations that were unclear, heavy workloads, or the belief that "everyone is cheating," which makes dishonest behavior acceptable. These elements feature the difficulties understudies face in keeping up with scholarly respectability and propose that endeavors to cultivate a culture of genuineness and moral conduct in scholastic settings are vital. The discoveries of this study have significant ramifications for instructive establishments. They emphasize the need for universities to implement more efficient strategies to promote academic integrity, such as initiatives to lessen the pressures that could lead students to cheat, support for students who struggle with course material, and clearer communication of academic policies. In addition, cultivating a culture that values and upholds academic integrity can help raise student achievement as a whole and guarantee that academic credentials accurately reflect students' knowledge and abilities.

CONCLUSION

The study conducted on undergraduate students gives undeniable proof of a critical connection between scholarly respectability and scholastic execution. The high chi-square worth of 33.67, well over the basic worth of 9.49 at 4 levels of opportunity, features the basic job that scholastic uprightness plays in affecting scholarly results. In particular, the information uncovers that 57.1% of understudies with low scholastic honesty additionally experience low scholarly execution, while just 29.9% accomplish elite execution. The hypothesis that academic integrity and academic performance are strongly correlated is supported by this trend, which demonstrates that students who compromise their academic integrity are more likely to perform poorly academically. A deeper examination of students' responses to questions about academic integrity behaviors reveals a worrying trend of dishonest behavior, such as using materials that are not permitted, assisting others in cheating, and completing assignments with unapproved assistance. Numerous understudies owned up to taking part in such ways of behaving, which focuses to a more extensive issue of reduced scholarly respectability inside the understudy populace. According to the mixed responses regarding the significance of academic integrity, some students are aware of its significance and strive to uphold it, while others

either do not fully comprehend its significance or are subjected to pressures that force them to make ethical compromises. Factors like hazy directions from instructors, weighty responsibilities, and a discernment that "everybody is cheating" add to normalizing untrustworthy way of behaving.

RECOMMENDATION

.It is clear that tending to Academic integrity issues is pivotal for further developing understudy execution. Educational establishments ought to think about implementing a few key recommendations in order to foster improved academic outcomes and enhance academic integrity. Universities should strengthen their policies on academic integrity by making sure these policies are effectively communicated to students and by clearly defining the behaviors that are acceptable and the consequences of dishonesty. Awareness programs should be arranged to promote the academic integrity. Teacher must engage and motivate students in practices from students on the academic integrity. Government should make strict rules and policies to ensure academic integrity. A similar study can be conducted on a large scale and large scope. Awareness sessions should be organized for all levels of students as well as teachers. Parents, friends and home environment can also play vital role in achieving academic integrity. Promote moral development in secondary level students. Instructive projects on scholarly honesty ought to be extended, offering useful direction on moral lead through studios, courses, and online modules. It is also essential to cultivate a campus culture that values and upholds academic integrity by recognizing and rewarding ethical behavior.

Teachers: In order to cultivate a culture of academic integrity, educators ought to incorporate discussions of ethics and integrity into their curriculum and stress the significance of these principles. Academic policies should be easily understood and accessible, and teachers should set an example for students to follow. The need to cheat can be reduced by addressing unclear explanations and providing additional support for complex topics. Additionally, frequent formative assessments may reduce dishonesty by identifying and assisting students who are struggling with course material.

For Students: Students ought to make an effort to comprehend and adhere to the academic integrity policies of their institution, and they ought to make use of the resources that are available to clarify any ambiguities. Personal and academic development will be aided by maintaining academic standards in one's interactions with peers and avoiding shortcuts. To reduce stress and the temptation to cheat under pressure, students should also work on improving their time management and organizational skills. Their academic performance and learning quality can be enhanced by strengthening their commitment to ethical behavior.

For Parents: Parents should encourage open discussions about the significance of ethical behavior in education and academic integrity. Ethical academic practices will be reinforced when parents provide their children with a conducive study environment and emphasize the importance of hard work over shortcuts. Parents can also help their children learn strategies for effective time management and stress reduction and advocate for educational institutions to communicate academic policies more clearly.

For Policymakers: Policies for academic integrity that are comprehensive, transparent, and well-communicated across educational institutions should be developed by policymakers. They ought to advance drives that help scholarly help administrations and instructive assets to assist understudies with dealing with their coursework actually. To reduce factors that contribute to academic dishonesty, such as unclear instructions or excessive pressure, policies should also address the broader educational environment. Empowering establishments to execute programs that teach understudies about scholarly morals and uprightness can cultivate a culture of trustworthiness and improve generally speaking instructive quality.

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