THE UNDERSTANDING OF ACADEMIC INTEGRITY IN PRIMARY SCHOOLS

Baiba Kaļķe, Beāte Balandīna, Linda Kovaļevska

University of Latvia, Latvia

ABSTRACT

Integrity has always been projected as a positive value. Academic integrity is one of the key aspects of the teaching/learning process, which is connected to the principles of ethics in addition to being genuine, honest and reliable. This is the basis for sustainable knowledge as well as a prerequisite for success. The study has been developed with the aim of assessing the understanding of learners and teachers in relation to academic integrity and exploring types of academic dishonesty and the factors affecting it during the primary education stage in Latvia. The study has explored concepts of academic integrity, dishonesty in theoretical literature and binding normative documents in Latvia, as well as the factors influencing them, and the correlation with ages and character features, and forms of academic dishonesty have been discussed. The type of research design is a case study, so the results of the study are not generalizable. The empirical part is based on the survey; the participants were teachers working in the primary education stage (157) and 345 students of Grades 4–9. The results obtained show that students and teachers do not have a shared understanding about the concept of academic integrity and its importance because no common guidelines have been developed for promoting academic integrity. The data also reveal that one quarter of teachers and more than half of the surveyed students have never encountered the issue of academic integrity in their experience. The main types of academic dishonesty mentioned are verbal communication, looking at someone else's work; the main reasons noted are the lack of knowledge and skills, not enough time spent for preparing for a test and desire to obtain a good mark.

Keywords: academic dishonesty, academic integrity, pedagogical process in primary school, students, teachers, values, virtues.

Introduction

Integrity as an ethical category is a valued quality in any time and place. Integrity involves behaviour which complies with the moral norms. Integrity has always been a topical issue in the educational environment; however, at present the educational space of Latvia lacks a common, pro-found understanding of the concept "academic integrity". Terms such as

cribbing, copying off, cheating, plagiarism, etc., sound more understandable and are more well known. The issues related to the policy of academic integrity and its understanding at the national level are also mainly discussed in the context of higher education. Yet, undeniably, these issues have been topical at all levels of education and in the most diverse educational institutions (Drinan & Gallant, 2009) since the beginning of the formal education approach (Arnold et al., 2007).

The problem of academic dishonesty as the opposite to academic integrity has become especially relevant during the remote teaching/learning process which began on 12 March 2020, when the emergency situation was announced in Latvia, which resulted in the organization of the teaching/ learning process on-line (Regulations on amendments of instructions of CM No. 103 of March 12, 2020 "On announcing the emergency situation", 2020)). This problem has not disappeared with the restart of the in-person pedagogical process. In order to maintain maximum academic integrity, teachers prepare several versions of tests and envisage creative tasks so that assessments are as objective as possible (Rozenberga, 2020).

The issue of academic integrity has been also raised in the Guidelines of Education Development in Latvia 2021–2027, "Future skills for the future society", which state that during this period it is planned "to strengthen keeping to the principles of academic integrity in higher education, continuing to educate all the involved parties and to develop the resources of shared use" (Latvijas Vēstnesis [The Official Publisher of the Republic of Latvia], 2021, 124). This fact proves that the issue of academic integrity has been raised at the national level; however, there are still different uncertainties and questions as to why this topic is raised only in the context of higher education although the beginnings of such behaviour can already be seen at the preschool and primary education stages.

The issues of academic integrity need to be actualized in the context of elementary and primary education, connecting this with the characteristics of children's age groups, as well as the new competence approach to the teaching/learning content "Skola2030" [School2030] and the virtues incorporated in it – responsibility, diligence, honesty, temperance and fairness (Skola2030, 2018). The aims of the present study are to discover the understanding of learners and teachers in relation to academic integrity, as well as to explore and analyse the most typical forms of academic dishonesty and the factors affecting it during the primary education stage in Latvia. The research question of the study is: "What is teachers' and students' understanding of academic integrity, the ways in which it manifests and the factors affecting it in primary education?"

Methodology

The study has been performed to find out students' and teachers' understanding of academic integrity, the ways in which academic dishonesty manifests and the factors affecting it during the primary education stage in Latvia, as well as to find answers to the questions raised about the problem: "Why is it necessary to raise issues related to academic integrity during the primary education stage?" and "What is teachers' and students' understanding of academic integrity, the ways in which it manifests and the factors affecting it in primary education?".

The type of research design is a case study, so the results of the study are not generalizable. Based on methods applied in the study, this study is considered non-experimental because in the empirical part of the study no impact is exerted on the respondents – the teachers and students (Geske & Grīnfelds, 2006; Geske & Grīnfelds, 2020).

The survey was chosen according to the aim and research questions of the study, and the intention was to explore students' and teachers' understanding of academic integrity, as well as the ways in which academic dishonesty manifests and the factors affecting it. The results obtained can improve the educational aspect of the teaching/learning process, in addition to the development of students' ethical and moral values in basic education.

A questionnaire was chosen as the survey method. Questionnaires were designed for teachers working in Grades 1–9 and students of Grades 4–9. The data were collected using the Google platform "Google forms" during the period from August 2021 until October 2021. The survey was completed on a voluntary basis. The questionnaires were filled in by 35 teachers working in Grades 1–3, 36 teachers working in Grades 4–6, and 86 teachers working in Grades 7–9, as well as 180 students from Grades 4–6 and 165 students from Grades 7–9.

In order to summarize the statements obtained about the understanding of academic integrity in primary education, the data processing software programme IBM SPSS Statistics 22, the independent samples T test and Excel 2013 Office 365 were used.

Results

The concept "academic integrity" has several definitions in the educational sphere of Latvia, while academic dishonesty is comparatively less discussed. The explanations for these concepts incorporate a common understanding of their importance, but some insignificant contextual differences can be observed because each of them is adjusted to the needs of the concrete cultural environment or the institution.

When exploring the available definitions in the context of this study, academic integrity is considered one of the key values of the teaching/learning process, which is connected to principles of ethics as well as being genuine, honest and reliable. This is the basis for sustainable knowledge as well as a prerequisite for being successful (Riga Technical University, 2019; Mārtinsone et al., 2016; Regulations on academic integrity at the University of Latvia, 2021). Therefore, academic dishonesty as the opposite of academic integrity is considered a dishonest and unethical action towards oneself and others which results in depriving of the possibility of learning, improving skills and receiving education that accurately reflects academic achievement (Riga Technical University, 2020; Blau & Eshet-Alkalai, 2017).

Educational institutions in Latvia are able to develop their own internal regulations that do not contradict the Satversme of the Republic of Latvia, and can freely choose if these regulations will also include issues of academic integrity policy at school. Due to this reason, no precise information is available as to how many schools in Latvia have incorporated the sequence of activities, which define the action to be taken in cases of the violation of academic integrity in their internal regulations. Article 54 of the law on education defines that the learner's duty is to keep to the internal regulations of the educational institution. Thus, the educational institution is responsible for how its internal academic culture is formed (Law on education 1998).

Academic integrity is also closely connected with character and moral education, because one of the goals of character education is to develop personal values and virtues for sustainable participation in the globalized world, as well as to promote the free development of a virtuous character (Harrison et al., 2016).

The importance and topicality of character education and moral upbringing in the context of education in Latvia is substantiated by the fact that these issues have been raised in the Guidelines of Education Development (Latvijas Vēstnesis [The Official Publisher of the Republic of Latvia], 2021, 124), in the project "Competence-based approach in the teaching/learning content" (Skola2030, 2018), and the regulations of the Cabinet of Ministers No. 480, approved on 15 July 2016, "Guidelines on learners' upbringing and the procedure of evaluating the information, teaching/learning materials, tools and teaching/learning and educational methods" (Latvijas Vēstnesis [The Official Publisher of the Republic of Latvia], 2016, 141), which define 12 virtues that must be cultivated in learners – responsibility, diligence, courage, honesty, wisdom, sincerity, empathy, temperance, self-possession, solidarity, fairness and tolerance.

In order to achieve the educational goals of the teaching/learning content set by the country, values and virtues are incorporated as one of

the three threads, along with the teaching/learning domains and transversal skills. Children and young people learn the values not only within the family or society, but also in the educational institution. Therefore, schools and teachers can help students to develop habits rooted in values, as well as form and consolidate them by creating the appropriate conditions (Skola2030, 2019).

The results of the studies prove that schools which are based on values set high goals and show considerably higher success in the academic, professional and social field. As the body of the school's moral norms, principles and ideals is defined by the display of the collective character of all the staff of the educational institution, then it is important that every member of the school's community understands the nature of character to its core and is able to reflect it in the ways of thinking, attitudes and actions of the school (The Jubilee Centre for Character and Virtues, 2017).

In relation to the issue under study, it is important to note students' age characteristics that could influence the understanding of academic integrity, as well as the ways in which it manifests and the factors affecting it.

The educational institution during the youngest school age (6–11 years) is a new environment and the student's authority is a teacher who, while employing different activities, has to hold the student's attention (Rayner et al., 2005). It is essential that the teacher as an authority is also the example of academic integrity. Equally important for learners is the formation of relations with peers that can affect whether a child under the influence of others will start violating academic integrity (John & Robins, 2021; Lessard & Juvonen, 2018). At this age, the child develops the skills of problem solving and motivation. This is the time when the student has to form the opinion that academic dishonesty is not a solution, but avoidance of the problem and depends on motivation (Kalvāns, 2018; Pintrich & Schunk, 1996).

During adolescence and youth (11–16 years), in turn, the characteristic cognitive, psychosocial and emotional development explicitly shows how the individual has grown during the previous stages. This period is characterized by the beginning of puberty, which affects the student's physical well-being and self-regulation of emotions (Sanders, 2013). Special attention should be paid to who is the student's authority and with whom he/she develops relationships. Self-esteem consolidates at this age, so the teacher plays an essential role in promoting the student's personality growth and self-respect (Brown & Larson, 2009; Coleman, 2011). With the increase in the volume of information and cognitive load at this age, an academically dishonest action could be advanced. Mechanical memory dominates in adolescents, so logic and the development of intentional memorization and reproduction are of great importance, because when memorizing in such a way, one can look

for interconnections among elements of information. Therefore, different strategies for systematizing the information and common requirements are important in the teaching/learning process (Latvijas Vēstnesis [The Official Publisher of the Republic of Latvia], 2018; Schneider, 2010).

Different types of the manifestation of academically dishonest actions are well known among school and university students. They have been used in different periods for a long time and have been prevalent at all levels of education (Davis et al., 1992). When summarizing these methods, they could be divided into four main groups: assistance from other people, bodies and the surrounding environment, technologies and other methods. However, it should be mentioned that the rapid development of technologies has substantially increased the possibilities for learners' academically dishonest actions. The use of technologies in cases of academically dishonest action has become especially topical during the remote teaching/learning process (Lederman, 2020; Newton, 2020). It is increasingly difficult for teachers to establish cases of academically dishonest action, which results in the received assessment not being objective (Bilen & Matros, 2020).

The academically dishonest action takes away the possibility from the learner to master what the teacher, who has prepared concrete learning content to be acquired or exercises and tasks, has intended. Based on the information available in theoretical literature, it is possible to state that regular cheating and academically dishonest action deceive that part of society which considers that the marks and diplomas received confirm a definite level of students' knowledge, skills and achievements (Davis et al., 1992).

Due to these reasons, the authors of this study consider that it is necessary to analyse the normative documents of Latvia to ascertain whether they comprise issues related to academic integrity only in the context of higher education or if there are some definite regulations and recommendations that also refer to the stages of preschool, elementary, primary and secondary education.

Several documents that actualize and enumerate manifestations and motives, as well as the possible consequences of academically dishonest actions and recommendations for preventive activities, are available regarding Latvia.

The Guidelines of Education Development in Latvia 2021–2027, "Future skills for the future society", raise several important aspects:
- strengthening the observance of principles of academic integrity in higher education;
- the importance of the observance of principles of academic integrity for ensuring the quality and confidence of education, as well as for recognizing qualifications in Latvia and internationally;

- the necessity for establishing a system of academic integrity and information that would incorporate both the specification of legislation and consolidation and development of technological solutions for improving the quality of students' work (Latvijas Vēstnesis [The Official Publisher of the Republic of Latvia], 2021, 124).

The authors also conclude that in this document academic integrity is viewed in the context of higher education, but in terms of content it is more important because it reflects the topicality of academic integrity and its relationship with the European education space, as well as more precisely defining and actualizing the shortcomings of this issue and discussing necessary improvements in the education system of Latvia.

The target audience of the "General guidelines of academic integrity" developed in the Erasmus+ project is not only students, but the whole academic community (Riga Technical University, 2020).

The authors of the study conclude that a proportion of these guidelines are generalized, but they deserve a positive assessment as they give examples of characteristics and are appropriate for application to a country, as well as indicating the necessary adjustments for satisfying the needs of different study and research fields. However, these profoundly elaborated materials do not mention even once any other stage other than higher education. The only thread that links it with another stage of education is the term "academic person", explained in the dictionary of concepts pertaining to academic integrity (Riga Technical University, 2020), which urges the reader to think that it refers to both the preschool and elementary school teacher and any other teacher or person who is engaged in educational and/or research activities.

In the question for teachers "Have you in your professional work encountered the concept 'academic integrity?'" 114 (72.6%) of 157 respondents 114 gave the "yes" answer and 43% (25.5%) "No" (see Figure 1). The authors of the study consider the fact that ¼ of teachers in their previous experience have not encountered the concept of academic integrity despite being in the academic sector and representing an educational institution surprising.

The teachers participating in the survey mentioned "verbal communication" as the most frequent way of manifesting academic dishonesty in the group of Grades 1–3 (42.9% selected "often" and 20% "very often"). As the second most common method in the same age group, teachers indicated "looking into somebody else's work" (54.3% "often", 5.7% "very often"). In addition, 91.4% of respondents mentioned in their answers that in their pedagogical experience with Grades 1–3, they have never observed cases when students send/ask test questions to someone who is not in the classroom.

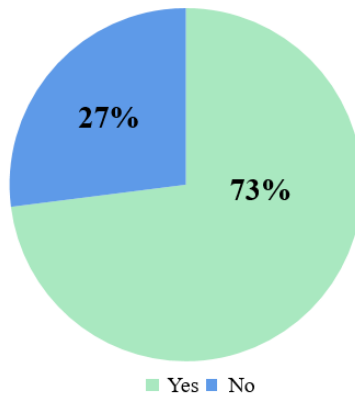Have you in your professional work encountered the concept
'academic integrity'?

Figure 1. Teachers' responses

The most frequent method for academic dishonesty in the group of Grades 4–6 mentioned was verbal communication (50% selected "often", and 16.7% "very often"). Teachers noted looking into someone else's work as the second most common way (44.4% "often" and 16.7% "very often"). Of the surveyed teachers who work in this age group, 77.8% of respondents mentioned in their answers that in their pedagogical experience they have not observed cases where students use a recording that they have prepared in advance and listen to it using headphones.

Teachers working with Grades 7–9 noted looking into the work of another person (58.1% have chosen "often" and 15% "very often") as the most frequent way of manifesting academic dishonesty.

Summarizing the answers given by all 157 respondents about all age groups, the most frequently noted academic dishonesty activities during the primary education stage were "looking into someone else's work" (54.1% "often" and 12.7% "very often") and "verbal communication" (42.7% "often" and 17.2% "very often").

Of the surveyed respondents, 36 or 22.6% answered that the educational institution they represent have developed documents for cases of academic integrity being violated, while 40 or 25.5% gave a negative answer. The majority of teachers (81 or 51.6%) are not informed as to whether their educational institution has such rules. The results prove that approximately ½ of the surveyed teachers are not aware of the existence of such documents.

Through further analysis of the data, it was clarified whether and what type of any connection existed between the questions "Has your educational institution developed documents for cases of academic integrity being violated?" and "To your mind, does the educational institution need

a common procedure that defines the sequence of actions in cases of academic integrity being violated?" To discover the link, the authors included answers from respondents who had given only "Yes" and "No" to the question about whether there are such regulations in the educational institution. The outcomes reveal that such a connection exists and that teachers consider that such regulations or documents are needed. The independent samples T test was applied and the results obtained, Sig. (2-tailed) = 0.002 < 0.05, mean that the connection is statistically significant. The dictionary of academic integrity terms explains the concept of academic integrity, which notes that it is a consistent system of values, which serves as a guideline for decision making and performing actions (Riga Technical University, 2020). Thus, the information included in the explanation of this concept has to be taken into account in the educational institutions of all levels in Latvia when developing the education policy of the school and the system of internal values, as well as the assessment procedure.

The most important factor affecting academic integrity mentioned in respondents' answers, was "insufficiently timely preparation", which was indicated by 142 respondents or 90.4%. In turn, the least influential one mentioned by 101 or 64.3% of teachers is "peers' opinion".

The authors of the study wanted to find out whether the argument derived from the analysed scientific literature, relating to the fact that as the learner matured the risks of manifesting academic dishonesty increased, would be confirmed in the results obtained in the survey. When the results were transformed into numbers and visualized, the data confirm that the older the group of learners, the more frequently observed the manifestations of academic dishonesty (see Figure 2).
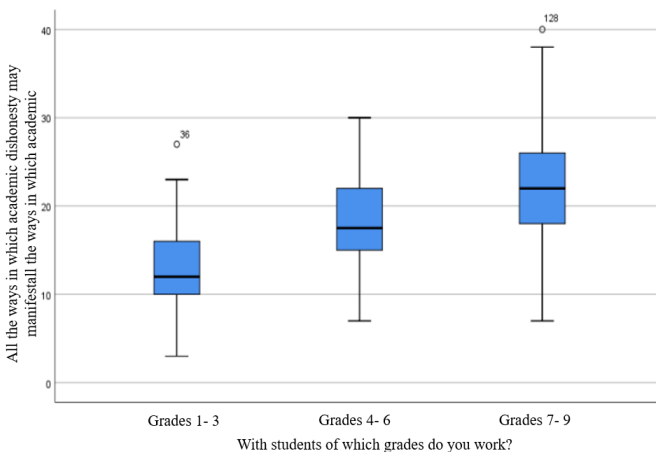

Figure 2. Increase in academic dishonesty

In their answers about who should promote academic integrity, teachers stated that it should be class and subject teachers, as well as school administration and the education policy in the country, in addition to society in general and parents. The teachers' answers emphasize that this is a topical issue on the national level.

In response to the question "In which of the indicated age groups, in your mind, does the violation of academic integrity become topical?", 107 teachers (68.2%) stated that it becomes relevant in Grades 7–9, 33 (21%) in Grades 4–6 and 9 (5.7%) in Grades 1–3.

The results of the students' survey representing Grades 4–6 and Grades 7–9 of the primary education stage in different educational institutions in Latvia.

The question "Have you ever encountered the term "academic integrity?" found that 26 (14.9%) students in Grades 4–6 gave the answer "Yes" and 148 (85.1%) "No". In turn, in Grades 7–9, 25 (15.2%) have encountered the concept "academic integrity", and the answer "no" was given by 140 (84.8%) respondents. The obtained data prove that this issue is little actualized at schools (see Figure 3).
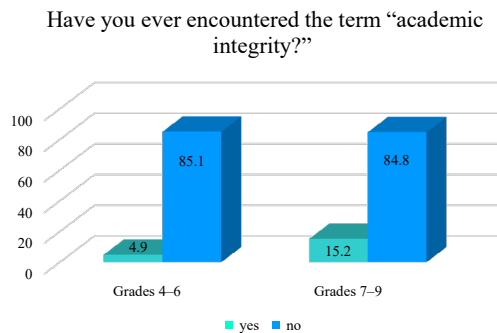
Have you ever encountered the term "academic integrity?"

Figure 3. Students' responses

To summarize the answers to the question about which of the mentioned violations is the most appropriate for the definition of academic dishonesty, students in Grades 4–6 indicated "asking the test question to somebody who is not in the classroom" and "leaving the classroom in order to crib", noted by 91% and 88% of the respondents, respectively. According to them, the most inappropriate for this age group were "verbal communication" and "non-verbal communication", indicated, respectively, by 38% and 41% of the surveyed respondents. In turn, students of Grades 7–9 mentioned "the work is done by someone else instead of the student" and "using the crib" as the most appropriate manifestations of academic dishonesty, as chosen by 49.7% and 46.7% students. Students of this age group described "verbal

communication" (27.3%) and "non-verbal communication" (23.6%) as the least appropriate.

When answering the question "Do teachers at school act similarly if the student violates academic integrity?", 37 (20.7%) students of Grades 4–6 gave a positive answer "Yes", 49 (27.4%) stated "No" and 93 (52%) answered "I am not informed". Seventeen students (10.3%) of Grades 7–9, in turn, responded "Yes", 64 (38.8%) selected "No" and 84 (50.9%) respondents were not informed about it.

The question "Does the educational institution need a procedure which defines the sequence of actions in cases of violating academic integrity?" was answered as follows: 79 (44.9%) students of Grades 4–6 considered that it is necessary, while 15 (8.5%) responded "No" and 82 (46.6%) respondents indicated that they have not thought about it. In Grades 7–9, 52 (31,5%) students stated "Yes", 39 (23.9%) "No" and 74 (44.9%) had not thought about it (see Figure 4).

Does the school need a procedure which defines the sequence of actions in cases of violating academic integrity? (%)
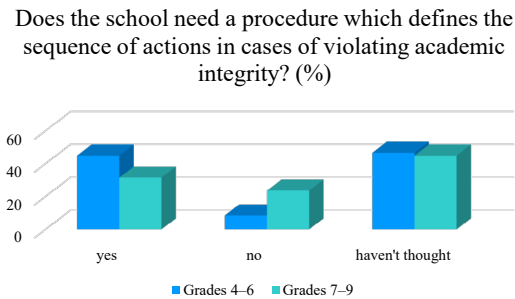

Figure 4. Students' responses

In response to the question "How often, to pass the assessment, do you act dishonestly?" 105 students of Grades 4–6 (58.7%) indicated that they have never done so. In turn, 57 (31.8%) students maintained that they act dishonestly approximately once a month, 11 (6.1%) approximately once a week, and six (3.4%) answered that they regularly do so (every time there is an assessment). In Grades 7–9, 63 (38.4%) respondents answered that they had never acted like that. However, 72 (43.9%) students claimed that they act dishonestly approximately once a month, 22 (13.3%) approximately once a week, and seven (4.3%) answered that they regularly do so (every time there is an assessment).

The authors of the study wanted to clarify the factors affecting academic integrity (character features, lack of knowledge and skills, insufficiently timely preparation, motivation, peers' opinion, that the set priority is the received assessment and not the knowledge and skills, values in the family).

The most significant factor in Grades 4–6 was "insufficiently timely preparation", mentioned by 115 (63.9%) respondents (see Figure 5).

The least influencing one in this age group was "character features", indicated by 80 (44.5%) students (see Figure 6). The most significant factor in Grades 7–9 was "insufficiently timely preparation", noted by 114 (72.6%) respondents. The lack of knowledge and skills as an equally influencing factor was mentioned by 112 (70%) students (see Figure 5). The two least important factors mentioned by students were "values in the family" by 84 (54.2%) students and "character features" by 87 (55%) students (see Figure 6).
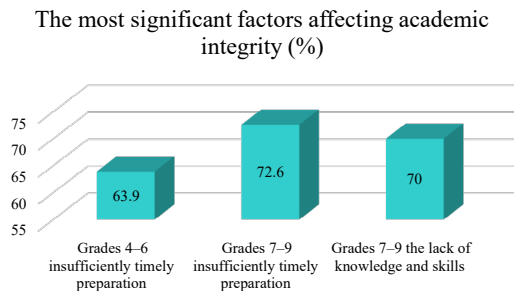
The most significant factors affecting academic integrity (%)

63.9	72.6	70
Grades 4–6 insufficiently timely preparation	Grades 7–9 insufficiently timely preparation	Grades 7–9 the lack of knowledge and skills

Figure 5. Students' responses about the most significant factors

The least influencing factors affecting academic integrity (%)

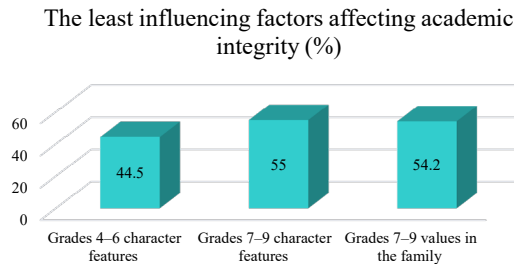|		
44.5	55	54.2
Grades 4–6 character features	Grades 7–9 character features	Grades 7–9 values in the family

Figure 6. Students' responses about the least influencing factors

Discussion

The analysis of the teachers' and students' survey pointed to some serious problems and challenges not only in school practices, but also in teacher education. The adult acting as an example is one of the most important means of pedagogical activity. If, according to the survey data, ¼ of respondents (teachers) have not encountered the concept "academic

integrity" in their professional work, then they are not able to promote its understanding in students. Thus, the issue of academic integrity should receive more attention in the education process of future teachers. It is important to educate future teachers and acquaint them during their studies with the professional norms of teacher's ethics so that when starting work the new teacher can act accordingly and meaningfully promote the understanding of honest actions in learners.

It is necessary at the national level to establish a common code of academic integrity in primary schools. At present, there is no shared approach developed in the schools of Latvia for preventing dishonest action, thus students do not have a clear notion about the consequences. Similarly, a common approach should be developed to the question of what is considered dishonest action. The data obtained in the study show that one of the reasons for such behaviour is students' lack of knowledge and lack of understanding about what is and what is not academically honest action (for example, the student is aware that the use of cribs is a violation of academic integrity but does it despite that). Not all students consider honesty a value. An answer given by a student in the questionnaire: "If students cheat smartly, then it's cool", opens this issue for discussion. One of the goals of the law on education is to ensure the possibility to develop one's mental and physical potential in order to become an independent and intelligent personality, a member of the democratic state of Latvia and of society in general (Latvijas Vēstnesis [The Official Publisher of the Republic of Latvia], 1998). A member of society in whose system of values one such as "honesty" is not instilled, developed and refined cannot make decisions in the shared interests of the whole society.

The authors of the study see the possibility to raise the issues of academic integrity in the context of elementary and primary education, connecting them to the characteristics of the children's age, as well as the new competence-based approach in the teaching/learning content "Skola2030" and the virtues incorporated in it – responsibility, diligence, honesty, temperance and fairness (Skola2030, 2018).

Conclusion

The concept of academic integrity in Latvia is mainly discussed only in the context of higher education but, undeniably, it is topical in all levels of education and in the most diverse educational institutions. The relevance of this concept in Latvia is substantiated by the Guidelines of Education Development 2021–2027 and the project "Competence-based approach in the teaching/learning content" implemented by the National Centre for Education. Entering into the remote teaching/learning process in 2020

has promoted the importance of understanding of academic integrity and observance of it.

1. The review of theoretical literature leads to the conclusions that academic integrity is influenced by character features, a lack of knowledge and skills, insufficiently timely preparation, lack of motivation, the emotional pressure made by peers, the view that the set priority is the received assessment, and values in the family.

2. Both teachers and students in the empirical study indicated insufficiently timely preparation as the most important factor affecting academic integrity.

3. The analysis of theoretical literature allows for concluding that the ways in which academic dishonesty manifests can be divided into four main groups: assistance from other people, bodies and the surrounding environment, technologies and other methods that combine a set of different actions.

4. Teachers mentioned "looking into someone else's work" and "verbal communication" as the most frequent manifestations of academic dishonesty in the primary education stage. However, students in Grades 4–6 claimed that they most frequently have performed such violations as "writing down the necessary information in a personally most suitable place" and "the use of a crib", while students of Grades 7–9 indicated "writing down the necessary information in a personally most suitable place" and "participation in another person's violation of academic integrity".

5. A shared understanding of the importance of promoting academic integrity in the educational environment is needed. The data of the survey reveal that 27.4% of teachers have never encountered the concept of academic integrity in their professional experience, which serves as evidence that teachers lack information. Irrespective of this fact, the answers they have given confirm that the factors affecting academic integrity analysed in the literature review are relevant.

6. The majority of surveyed students do not consider all the ways of academic dishonesty listed in the questionnaire as dishonest actions and only note some of them, which can be explained by student's age characteristics and their previous experience in performing academically dishonest actions.

7. A consciously made choice to act academically dishonestly increases in accordance with the age, yet the action is also affected by different factors. Respondents mentioned the following as the most relevant – a lack of knowledge and skills and insufficiently timely preparation. The student can prefer academically dishonest action, accepting it as the only logical possibility in order to receive a positive mark in a school subject and be moved to the next grade.

8. Academic integrity is a topical and relatively little researched topic in Latvia. The authors of the study see a perspective in the in-depth exploration of this topic and consider that academic integrity should be put as a strategic and priority value in the educational institutions of all levels in Latvia.

References

Arnold, R., Martin, B. N., & Bigby, L. (2007). Is there a relationship between honor codes and academic dishonesty? *Journal of College and Character*, *8*(2), 1–20.

Bilen, E., & Matros, A. (2020). Online cheating amid COVID-19. *SSRN Electronic Journal*. https://doi.org/10.2139/ssrn.3691363

Blau, I., & Eshet-Alkalai, Y. (2017). The ethical dissonance in digital and non-digital learning environments: Does technology promote cheating among middle school students? *Computers in Human Behaviour*, *73*, 629–637.

Brown, B. B., & Larson, J. (2009). Peer relationships in adolescence. In *Handbook of adolescent psychology*. John Wiley & Sons. https://doi.org/10.1002/9780470479193.adlpsy002004

Coleman, J. C. (2011). *The nature of adolescence (adolescence and society)* (4th ed.). Routledge.

Davis, S. F., Grover, C. A., Becker, A. H., & McGregor, L. N. (1992). Academic dishonesty: Prevalence, determinants, techniques, and punishments. *Teaching of Psychology*, *19*(1), 16–20. https://doi.org/10.1207/s15328023top1901_3

Drinan, P. F., & Gallant, T. B. (2009). *Cheating in school: What we know and what we can do* (1st ed.). Wiley-Blackwell.

Geske, A., & Grīnfelds A. (2020). *Izglītības pētījumu aptaujas – no izveidošanas līdz datu apstrādei* [Surveys of educational research – from development to data processing]. LU Akadēmiskais apgāds.

Geske, A., & Grīnfelds, A. (2006). *Izglītības pētniecība* [Educational research]. LU Akadēmiskais apgāds.

Harrison, T., Morris, L., & Ryan, J. (2016). *Teaching character in primary schools*. Sage.

Izglītības attīstības pamatnostādnes 2021.-2027.gadam [Guidelines of education development 2021–2027]. (2021, 1 July). *Latvijas Vēstnesis* [The Official Publisher of the Republic of Latvia], *124*. https://likumi.lv/ta/id/324332

Izglītības likums [Law on education]. (1998, 29 October). *Latvijas Vēstnesis* [The Official Publisher of the Republic of Latvia], *73A*. https://www.vestnesis.lv/op/2021/73A.3

John, O. P., & Robins, R. W. (2021). *Handbook of personality, fourth edition: Theory and research* (4th ed.). The Guilford Press.

Kalvāns, Ē. (2018). *Attīstības psiholoģija* [Developmental psychology]. Tehnoloģiju akadēmija.

Lederman, D. (2020). *Best way to stop cheating in online courses?* Inside Higher Ed. https://www.insidehighered.com/digital-learning/article/2020/07/22/technology-best-way-stop-online-cheating-no-experts-say-better

Lessard, L. M., & Juvonen, J. (2018). Losing and gaining friends: Does friendship instability compromise academic functioning in middle school? *Journal of School Psychology, 69*, 143–153. https://doi.org/10.1016/j.jsp.2018.05.003

Mārtinsone, K., Pipere, A. un Kamerāde, D. (red.). (2016). *Pētniecība: teorija un prakse* [Research: theory and practice]. RaKa.

Newton, D. (2020). Another problem with shifting education online: A rise in cheating. *Washington Post.* https://www.washingtonpost.com/local/education/ another-problem-with-shifting-education-online-a-rise-in-cheating/2020/08/07/1284c9f6-d762-11ea-aff6-220dd3a14741_story.html.

Noteikumi izglītojamo audzināšanas vadlīnijas un informācijas, mācību līdzekļu, materiālu un mācību un audzināšanas metožu izvērtēšanas kārtību [Regulations for the upbringing of learners and procedures for the evaluation of information, teaching aids, materials and teaching and upbringing methods]. (2016, 15 July). *Latvijas Vēstnesis* [The Official Publisher of the Republic of Latvia], *141*. https://likumi.lv/ta/id/283735

Noteikumi par akadēmisko godīgumu Latvijas Universitātē [Regulations on academic integrity at the University of Latvia]. (2021, 26 April). Latvijas Universitāte. https://www.lu.lv/fileadmin/user_upload/LU.LV/www.lu.lv/Par_mums/Akademiskas_etikas_komisija/SL_2-3-48-2021_akd_godigums_noteikumi.pdf

Noteikumi par grozījumiem Ministru kabineta 2020. gada. 12. marta rīkojumā Nr. 103 "Par ārkārtējās situācijas izsludināšanu" [Regulations on amendments of instructions of CM No. 103 of March 12, 2020 "On announcing the emergency situation"]. (2021, 12 March). *Latvijas Vēstnesis* [The Official Publisher of the Republic of Latvia]*, 52B.1*. https://www.vestnesis.lv/op/2020/52B.1

Noteikumi par valsts pamatizglītības standartu un pamatizglītības programmu paraugiem [Regulations on the national standard of basic education and primary education sample programmes]. (2018, 19 December). *Latvijas Vēstnesis* [The Official Publisher of the Republic of Latvia]*, 249.* https://likumi.lv/ta/id/303768

Pintrich, P., & Schunk, D. (1996). *Motivation in education: Theory, research, and application.* Prentice Hall.

Rayner, E., Joyce, A., Rose, J., Twyman, M., & Clulow, C. (2005). *Human development: An introduction to the psychodynamics of growth, maturity, and ageing.* Routledge.

Rīgas Tehniskā universitāte [Riga Technical University]. (2020). *Akadēmiskā godīguma terminu vārdnīca. Akadēmiskā godīguma vispārējās vadlīnijas* [Dictionary of academic integrity terms. General guidelines of academic integrity]. RTU izdevniecība. https://ebooks.rtu.lv/wp-content/uploads/sites/32/2020/02/9789934224324_Akademiska-godiguma-terminu-vardnica_visparejas-vadlinijas_PDF-1.pdf

Rozenberga, M. (2020). *Vai "plaģiāta vīruss"? Attālinātajās mācībās skolas novēro mēģinājumus* šmaukties *ar uzdevumiem* [Is it "the virus of plagiarism"? Schools observe attempts of cheating]. Latvijas Radio. https://www.lsm.lv/raksts/zinas/latvija/vai-plagiatu-viruss-attalinatajas-macibas-skolas-novero-meginajumus-smaukties-ar-uzdevumiem.a359003/

Sanders, R. A. (2013). Adolescent psychosocial, social, and cognitive development. *Paediatrics in Review, 34*(8), 354–359. https://doi.org/10.1542/pir.34-8-354

Schneider, W. (2010). Metacognition and memory development in childhood and adolescence. In H. S. Waters & W. Schneider (Eds.), *Metacognition, strategy use, and instruction* (pp. 54–81). Guilford Press.

Skola2030 [School2030]. (2018). *Izglītība mūsdienīgai lietpratībai: mācību satura un pieejas apraksts* [Education for modern literacy: description of the teaching/learning content and approach]. https://skola2030.lv/admin/filemanager/files/2/prezentacija_izgl_musdienigai.pdf

Skola2030 [School2030]. (2019). *Domāt. Darīt. Zināt. Ziņu izdevums skolotāju atbalstam pilnveidotā mācību satura un pieejas* īstenošanai [To think. To do. To know. A newsletter for supporting teachers in implementing the improved teaching/learning content and approach]. Jaunumi (skola2030.lv)

The Jubilee Centre for character & virtues. (2017). *A framework for character education in schools.* https://uobschool.org.uk/wp-content/uploads/2017/08/Framework-for-Character-Education-2017-Jubilee-Centre.pdf