

NORMATIVE-LEGAL ASPECTS OF PROMOTING A CULTURE OF ACADEMIC INTEGRITY IN THE CONDITIONS OF KNOWLEDGE ECONOMY DEVELOPMENT

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ABSTRACT. The article discusses issues of academic integrity in higher education institutions with consideration of legal support. In the context of promoting a culture of quality, the implementation of international principles of academic integrity is a priority for the development of the education system. Academic integrity is an important component in the training of specialists at higher education institutions and depends on the policy of promoting a culture of integrity, establishing clear rules and assessments that encourage creativity.

The study of promoting a culture of quality and academic integrity includes methods of theoretical analysis, comparative analysis, assessment of the state of the education system, legislative support, formation of new approaches to developing policies of academic integrity in universities to improve the quality of training and the employability of graduates as competitive specialists in the labour market.

The value of the article lies in the in-depth study of the interaction between promoting a culture of academic integrity and the quality assurance of education. The aim of the article is to study the legal aspects of promoting the principles of academic integrity and the quality assurance of education in the context of the knowledge economy.

KEYWORDS: regulatory support, legal culture, academic integrity, quality of education, accreditation, corporate culture, knowledge economy.

БІЛІМ ЭКОНОМИКАСЫН ДАМУ ЖАҒДАЙЫНДА АКАДЕМИЯЛЫҚ АДАЛДЫҚ МӘДЕНИЕТІН КӨТЕРУДІҢ НОРМАТИВТІК-ҚҰҚЫҚТЫҚ АСПЕКТІЛЕРІ

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АНДАТПА. Мақалада құқықтық қамтамасыз етуді ескере отырып, университеттегі академиялық адалдық мәселелері талқыланады. Сапа мәдениетін ілгерілету контекстінде академиялық адалдықтың халықаралық қағидаттарын енгізу білім беру жүйесін дамыудың басты басымдығы болып табылады. Академиялық адалдық жоғары оқу орындарында мамандарды дайындаудың маңызды құрамдас бөлігі болып табылады және адалдық

мәдениетін көтеретін, шығармашылықты ынталандыратын нақты ережелер мен бағалауларды белгілейтін саясатқа байланысты.

Сапа мен академиялық адалдық мәдениетін көтеруді зерттеу теориялық талдау әдістерін, салыстырмалы талдау әдістерін, білім беру жүйесінің жағдайын бағалауды, заңнамалық қамтамасыз етуді, жоғары оқу орындарының академиялық адалдық саясатын дамытудың жаңа тәсілдерін қалыптастыруды қамтиды. кадрларды даярлау сапасын және еңбек нарығында бәсекеге қабілетті маман ретінде түлектерге деген сұранысты арттыру.

Мақаланың құндылығы оның академиялық адалдық мәдениетін ілгерілету мен білім сапасын қамтамасыз ету арасындағы өзара әрекеттестіктің терең зерттелуінде. Мақаланың мақсаты – білім экономикасын дамыту жағдайында академиялық адалдық принциптерін ілгерілетудің және білім сапасын қамтамасыз етудің құқықтық аспектілерін зерттеу.

ТҮЙІН СӨЗДЕР: нормативтік қолдау, құқықтық мәдениет, академиялық адалдық, білім сапасы, аккредиттеу, корпоративтік мәдениет, білім экономикасы.

НОРМАТИВНО-ПРАВОВЫЕ АСПЕКТЫ ПРОДВИЖЕНИЯ КУЛЬТУРЫ АКАДЕМИЧЕСКОЙ ЧЕСТНОСТИ В УСЛОВИЯХ РАЗВИТИЯ ЭКОНОМИКИ ЗНАНИЙ

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АННОТАЦИЯ. В статье рассматриваются вопросы академической честности в вузе с учетом правового обеспечения. В условиях продвижения культуры качества внедрение международных принципов академической честности является главным приоритетом развития системы образования. Академическая честность является важной составляющей в подготовке специалистов высших учебных заведений и зависит от политики продвижения культуры честности, установления четких правил и оценок, поощряющих креативность.

Исследование продвижения культуры качества и академической честности включают методы теоретического анализа, методы сравнительного анализа, оценку состояния системы образования, законодательное обеспечение, формирования новых подходов к разработке политики академической честности ВУЗов с целью повышения качества подготовки и востребованности выпускников на рынке труда конкурентоспособными специалистами.

Ценность статьи заключается в глубоком изучении взаимодействия продвижения культуры академической честности и обеспечения качества образования. Целью статьи является изучение правовых аспектов продвижения принципов академической честности и обеспечения качества образования в условиях развития экономики знаний.

КЛЮЧЕВЫЕ СЛОВА: нормативное обеспечение, правовая культура, академическая честность, качество образования, аккредитация, корпоративная культура, экономика знаний.

INTRODUCTION. Higher education plays a crucial role and holds significant importance for the sustainable growth of the national economy. Enhancing the quality of education is a priority direction for societal development. Kazakhstan's higher education system has been reformed following the European model. As a full-fledged member of the international higher education space, Kazakhstan has developed its own quality assurance system in line with European approaches based on the standards and guidelines of the ESG. [1]

The preparation of competitive and in-demand graduates becomes a paramount task for the state in the context of the knowledge economy's development.

At the core of the institution's values lies the principle of academic integrity, which should occupy a central place in the institution's value system, as without it, no academic community of scholars, educators and students can achieve its main goal - providing a comprehensive education.

Promoting a culture of academic integrity becomes a crucial criterion in the quality assurance of education at higher education institutions, as it enables the creation of a transparent environment between students and educators and helps prevent academic misconduct.

Institutions of higher education in the Republic of Kazakhstan have adopted internal regulatory documents in accordance with the Model Rules of Operation for Higher and Postgraduate Education Organizations, approved by the Minister of Education and Science of the Republic of Kazakhstan on October 30, 2018, No. 595. The rules of academic integrity in universities are developed in accordance with the Development Strategy of Universities for the future and establish the principles of academic integrity in the educational process, the rights and responsibilities of students, defining types of violations and disciplinary measures to ensure academic integrity, and the

procedure for taking measures in case of their manifestation in organizations of higher and postgraduate education.

For students, academic integrity is an understanding of the importance of personal ethics, honesty and responsible behavior in academic activities. From the teacher's perspective, academic integrity is the promotion of a culture of honesty, setting clear expectations and developing assessments that encourage creativity. From an institutional perspective, academic integrity involves implementing policies, codes of honor and disciplinary measures to ensure the quality of education. The social aspect reflects the recognition of the influence of academic integrity on the overall integrity and authority of the education system.

Academic integrity includes the university's corporate culture, compliance by students and teaching staff with the principles of academic integrity and the enhancement of the quality of educational services and the efficiency of preparing competitive graduates.

MATERIALS AND METHODS OF RESEARCH.

Academic integrity is a paradigm whose development is determined by the personal involvement of students and teachers based on moral and ethical values to create an effective quality assurance system. The research methodology is defined by the theory of I. Ajzen, according to the theory of planned behavior, which determines behavior through the strength of a person's intentions to express them. [2,3]

In the mid-20th century, the American researcher Robert K. Merton proposed norms and values of the academic environment based on an analysis of discrepancies between culturally approved goals and institutional norms regulating the choice of means to achieve them. Understanding academic ethics requires scholars, teachers and students to demonstrate intellectual honesty and responsibility for the quality of articles, student papers, etc. These are the so-called R. K. Merton's approaches:

- universalism (the justification of scientific ideas);
- collectivism (openness of research);
- Disinterestedness (lack of desire for personal gain);
- skepticism (a critical attitude towards proposed ideas). [4]

Future scientists, teachers and students must acquire scientific knowledge independently, as knowledge acquisition is valuable to them and they should be motivated to learn. However, in the 21st century, academic dishonesty has emerged, which has a negative impact on the academic reputation of educational institutions. [5,6,7,8,9]. In the article, methods of theoretical analysis were used to examine the emergence of the concept of academic integrity, studying its essence and features from a historical perspective. Abroad, the history of its emergence is marked by the year 1964 when research on student dishonesty began. In the United States, B. Bowers conducted the first extensive study and this approach was based on economic considerations. [10]

Research on the promotion of a culture of quality and academic integrity includes the analysis and evaluation of the state of the education system, legislative support and the development of new approaches to the formulation of policies on academic integrity in universities with the aim of improving the quality of education and the employability of graduates as competitive professionals in the labor market.

At the beginning of the 21st century, Donald L. McCabe and Linda Klebe Treviño proposed a new approach against academic dishonesty, based on the experience of the University of Maryland. The proposed Honor Codes are aimed at disciplining students. Some scholars who have adopted this Code believe that conventional Honor Codes are not applicable to educational organizations and can be applied to others. The scientific research by D. McCabe and L. Treviño, dedicated to various ways of

combating academic dishonesty, notes that the university's "Honor Code" allows for public discussion of such cases, increases interest in student communities and enhances student accountability. [11]

The paper examines the main principles of academic integrity, based on the following:

- integrity – honest and upright execution by students of various aspects of the educational process;
- compliance with copyright terms, conveying thoughts and indicating reliable sources;
- transparency and open exchange of information between students and faculty;
- respect for the rights of free expression of thoughts;
- adherence to the rules of academic integrity and responsibility for violations.

External evaluation of universities - International accreditation is an effective mechanism for enhancing the quality of education. Its main principles include independence, trust, transparency, objectivity and accountability. As you can see, these principles are identical to the principles of academic integrity, including transparency, accountability, engagement, respect and fairness. Conducting international accreditation contributes to the promotion of a culture of academic integrity.

The aim of international accreditation is to improve the quality of education based on global standards. The expert potential of IAAR plays a significant role in conducting international accreditation, which is constantly growing and consists of over 4000 individuals from 39 countries. Among them are 250 student experts, 300 employer experts and others. Every year, IAAR holds training seminars for experts to enhance their qualifications. [12]

The task of the external expert panel is to conduct an independent audit and verify the authenticity and completeness of the information provided by the university. The main requirements for the expert include adhering to

the principles of international accreditation in accordance with the IAAR regulations, namely:

- Maintain impartiality, objectivity and independence.
- Adhere to and abide by the IAAR Expert Code of Ethics.

Experts must adhere to ethics, which entail proper conduct, responsibility, friendliness, integrity, confidentiality, as well as being open to alternative approaches. Before the accreditation process begins, experts sign a statement of no conflict of interest and the IAAR Expert Code of Ethics. The Expert Code of Ethics includes rules of conduct for experts during the accreditation process. Experts are obligated not to disclose confidential information obtained during the accreditation process. Therefore, all agencies are responsible for the quality of accreditation and the level of expertise. Today, academic integrity plays an important role in the quality assurance of education, serving as the foundation of the learning process and principles aimed at creating an effective system for student preparation.

IAAR is part of global quality assurance networks and is a full member of the European Association for Quality Assurance in Higher Education (ENQA). IAAR has been included twice in the European Quality Assurance Register for Higher Education (EQAR). Therefore, universities and educational programs accredited by IAAR are listed in the European Database on Quality Assurance (DEQAR).

External evaluation of universities ensures the recognition of diplomas and guarantees the employability of graduates in the labor market. Nowadays, when prospective students apply to universities, they inquire whether the educational program is accredited and included in the European Database - DEQAR. Therefore, it is important which agency conducted the accreditation of the educational program and whether it is included in EQAR.

RESULTS AND THEIR DISCUSSION.

Currently, in all universities of Kazakhstan, the

"Academic Integrity Policy" has been developed and Quality Assurance Committees have been established and are functioning. However, violations of academic integrity may still be encountered in universities:

- plagiarism: the use of someone else's work without proper attribution or falsification of references;
- completing assignments by others;
- academic dishonesty during exams;
- forgery: presenting someone else's work or having a substitute take an exam;
- submitting work previously completed for another discipline to obtain a grade for the current one;
- falsification and distortion of information or quotations in work; deliberate obstruction of the academic activities of others, hindering access to necessary resources or sources;
- bribes or threats to students or faculty to influence academic outcomes.

In Figure 1, the Academic Integrity Maturity Model (AIMM) is presented based on the results obtained from the conducted research on the level of academic integrity across five countries using nine criteria for assessing academic integrity:

- Research and innovation in academic integrity
- Training of students and faculty
- Knowledge and understanding of academic integrity
- Communication of policies and procedures
- Prevention: preventive strategies and measures
- Software: utilization of digital tools
- Sanctions: standardization of penalties for plagiarism and academic dishonesty
- Policy: fair, effective, and consistent policy against plagiarism and academic dishonesty
- Transparency of academic integrity and quality assurance.

The comparative analysis of academic

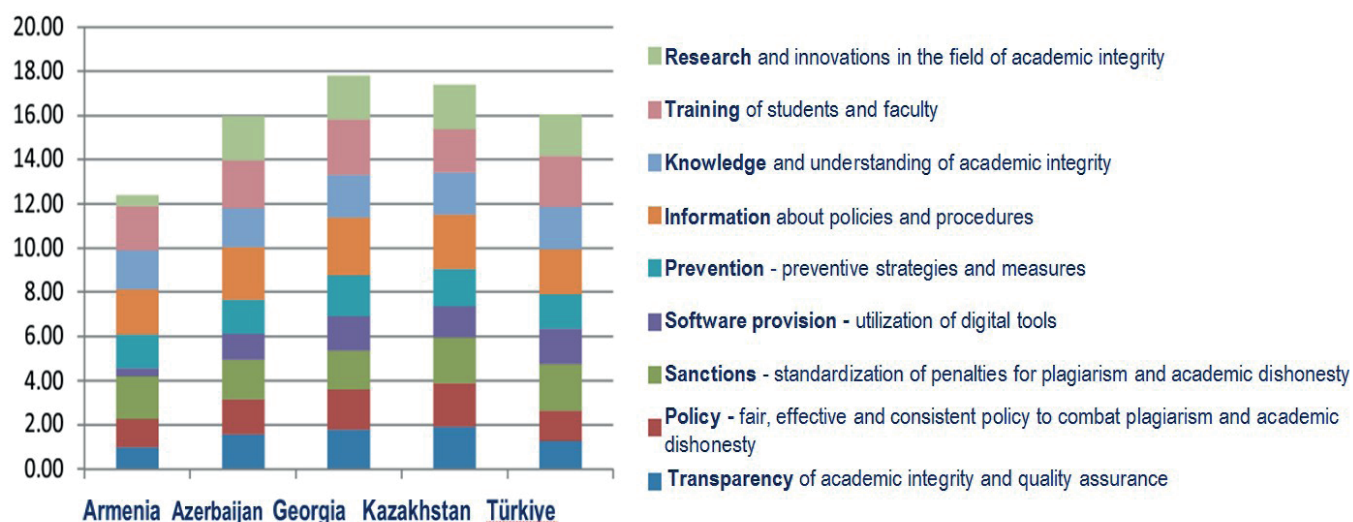


Figure 1 - Academic Integrity Maturity Model

integrity across five countries: Armenia, Azerbaijan, Georgia, Kazakhstan, and Turkey are presented in Figure 1.

The level of each country is calculated as the arithmetic mean across the 9 criteria. The total number of respondents' answers from the focus groups and interviews exceeded 5,000 people, including students, faculty and administrators from higher education institutions.

Higher education institutions must demonstrate the engagement of each faculty member in promoting a culture of quality and academic integrity. The Independent Agency for Accreditation and Rating always takes into account the legislative requirements of the state in which it conducts external evaluations of higher education institutions and after undergoing international accreditation, improvements in the activities of universities are observed. The developed Rules of Academic Integrity and Codes of Honor in universities are aimed at:

- Compliance with international accreditation standards
- Institutional transparency (accessibility and openness of information)
- Establishing clear expectations for students and faculty
- Cultivating a culture of respect and trust among students and faculty

- Developing digital infrastructure and plagiarism detection mechanisms
- Using various assessment methods to prevent cheating and plagiarism
- Encouraging discussions about ethics, honesty and responsibility
- Implementing disciplinary sanctions for violations of academic integrity policies
- Fostering a culture of trust, fairness and respect among students and faculty
- Promoting critical thinking, creativity and originality in academic work
- Contributing to personal growth, ethical development and moral reasoning
- Strengthening trust and reputation of individuals and institutions
- Promoting a positive learning environment that encourages collaboration and knowledge sharing
- Preparing students to make ethical decisions in their future professional careers
- Ensuring academic fairness for the advancement of science
- Expanding opportunities for universities to improve their rankings.

The main challenges in achieving academic integrity in universities include:

- Lack of competition among students and a lack of desire for self-improvement
- Limited awareness and understanding of

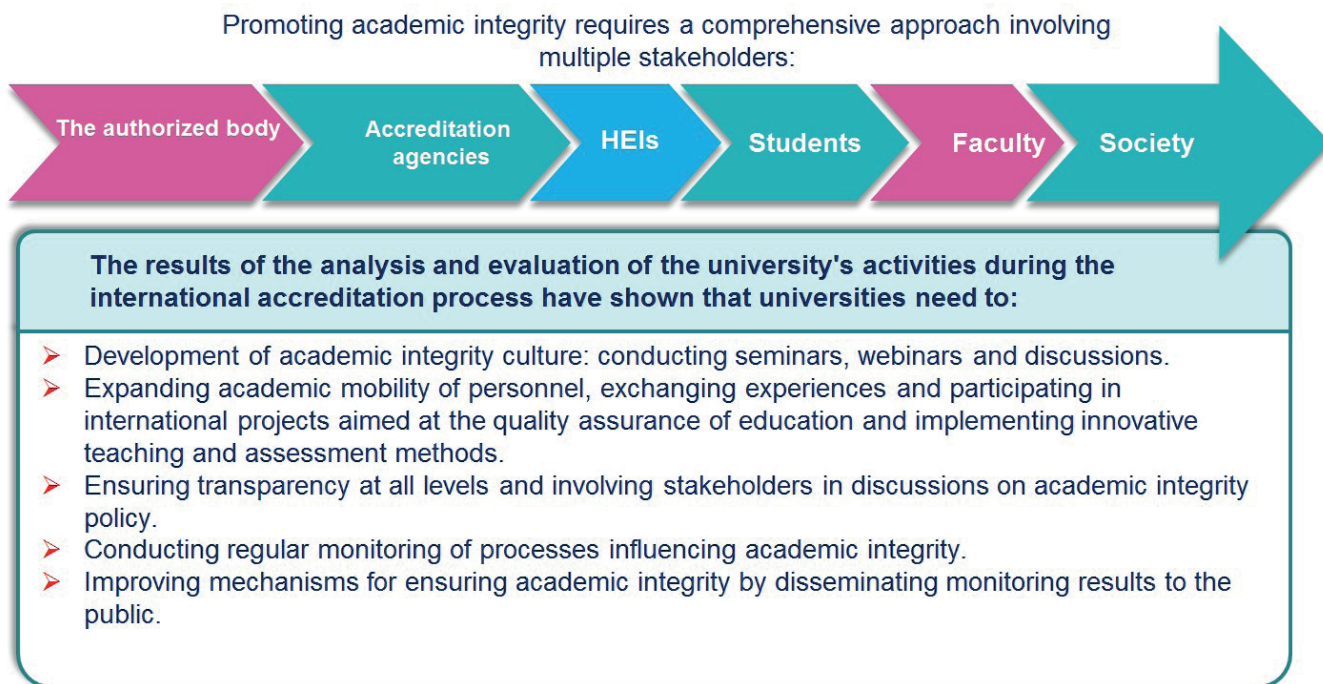


Figure 2 - Directions of academic integrity and quality assurance

policies and expectations regarding academic integrity

- Irregular monitoring and updating of policies and preventive measures
- Emergence of online resources that may contribute to plagiarism and cheating
- Cultural differences and different understandings of academic ethics among foreign faculty and students.

On Figure 2, the main directions of academic integrity and quality assurance in higher education institutions are presented. Promoting academic integrity depends on a comprehensive approach by authorized bodies, accreditation agencies, universities, as well as students and faculty themselves.

As shown by the monitoring conducted by the Independent Agency for Accreditation and Rating, active seminars and discussions with students and faculty, engaging stakeholders in discussions on the Policy of Academic Integrity, regularly analyzing and evaluating processes

influencing academic integrity, and improving mechanisms for ensuring academic integrity based on disseminating results to the public are necessary for the development of academic integrity.

IAAR conducts analytics and receives feedback from stakeholders. This allows for timely information acquisition for improving activities and informing about modern trends in education. A significant percentage of expert recommendations are aimed at improving the risk management system.

CONCLUSION. The promotion of academic integrity culture aims to enhance the quality of graduates' education by implementing international standards and conducting international accreditation. The enacted law on expanding academic and managerial autonomy of universities allows institutions to actively foster a culture of academic integrity, contribute to creating a favorable educational environment, and promote the growth of the knowledge economy.

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