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RECOVERY FROM A CRISIS IN LEARNING MOTIVATION AND ACADEMIC INTEGRITY OF SOCIAL SCIENCE STUDENTS IN ISRAEL

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Introduction.

Since their inception, computers have revolutionized education, reshaping educational practices through the advancement of information and communication technology as well as online education. Traditional face-to-face teaching integrated digital or hybrid educational systems, a transition further accelerated by the

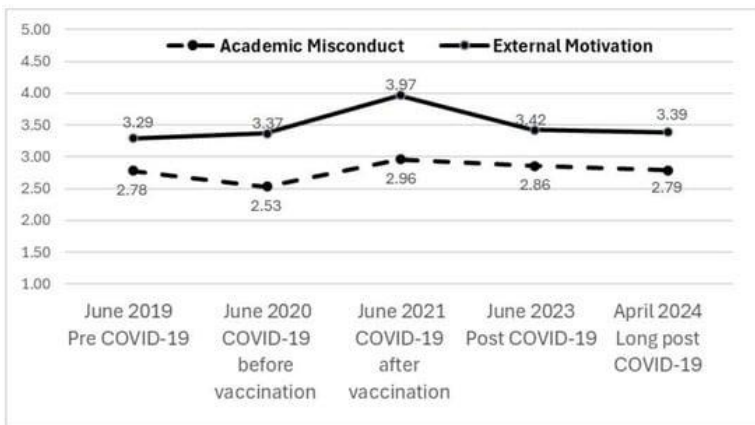
unexpected pandemic, i.e., COVID-19, forcing mandatory online instruction, sometimes termed emergency remote teaching (ERT). This phenomenon affected academic integrity across all education disciplines, presenting new challenges to the educational experience, demanding adaptability skills and coping strategies. This study was designed to examine changes in the level of academic integrity and motivation for studies over a five-year period in order to see the impact that the COVID-19 has had on students pursuing an academic degree in the social sciences.

Materials and Methods.

Data were collected from undergraduate students in five Israeli academic institutions studying for bachelor's degrees in social sciences. The questionnaires were distributed to students after the end of the course in five different time spans: (a) pre-COVID-19 (June 2019) face-to-face learning environment; (b) during COVID-19 before vaccination (June 2020) emergency remote teaching learning environment; (c) during COVID-19 after vaccination (June 2021) emergency remote teaching learning environment; (d) post-COVID-19 (June 2023) face-to-face with an optional one day of planned online learning (synchronous modality) environment; and (e) long post-COVID-19 (April 2024) face-to-face with an optional one day of planned online learning (synchronous modality) environment. The sample consisted of 1,040 participants; 11% were male, and 89% were female students. Participants' average age was 24.84 years with a standard deviation of 3.5 years. The questionnaire was delivered online using Qualtrics XM software. We used a stratified sample based on mandatory courses in statistics, computer usage, and research methods.

Results. One-way ANOVA for academic misconduct between periods. A significant difference was found between the five periods ($F_{(4,1085)} = 16.41, p < 0.01$). The effect size was medium ($\eta^2 = 0.06$). Steps regression revealed that factors increasing academic misconduct were external motivation ($\beta = 0.154$) and periods of COVID-19 progression ($\beta = 0.074$). Factors reducing academic misconduct were intrinsic motivation ($\beta = -0.193$), the personality trait agreeableness ($\beta = -0.167$), the personality trait emotional

stability ($\beta = -0.090$) and the grade point average ($\beta = -0.079$). The predictive model was found to be significant ($F_{(13,909)} = 8.41$, $p < 0.01$), with an explained variance percentage of 25.7%. Figure 1 presents the changes in academic misconduct and external motivation throughout the five periods. Both variables showed similar trends, with an overall increase during the pandemic after vaccination took place and a decrease after the pandemic, back to pre-COVID-19 levels.



Conclusion. During the crisis, there was an increase in extrinsic motivation for learning and a decrease in the level of academic integrity, but in a five-year examination it can be seen that after five years the level of integrity returned to being the same and the effects of the crisis passed. A new crisis is now emerging in the higher education system as a result of the impact of artificial intelligence on the nature of learning. This study gives hope that in a few years this crisis will also pass.

Key words: Academic misconduct; personality traits; learning motivation; higher education; COVID-19.