

The Relationship Between Academic Integrity and Scholastic Performance of Senior High School Students in Pindasan National High School

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ABSTRACT

The main objective of the study was to determine the relationship between academic integrity and scholastic performance of senior high school students in Pindasan National High School. The proponents used a quantitative non-experimental particularly descriptive-correlational method of research and utilized the researcher – made questionnaires. The study employed statistical tools; Cronbach Alpha, Average Weighted Mean, Pearson-r, and T test. The respondents were composed of one hundred eighty two (182) senior high school students for the school year 2022-2023. It was determined that there is a significant relationship between academic integrity and scholastic performance of senior high school students in Pindasan National High School. It was found out that the level of academic integrity and scholastic performance of senior high school students is descriptively high. There is no significant difference on academic integrity and scholastic performance when grouped according to year level however there is a significant difference when analyzed by gender.

Keywords: Academic Integrity, Scholastic Performance, Senior High School Students, Pindasan National High School, Davao de Oro, Philippines

THE PROBLEM AND ITS SETTING

Background of the Study

Teachers augment strategies to promote the genuine essence of learning towards student. One of the effective means is by giving tasks and assessments. In addition, Tertiary Education Quality and Standards Agency (2021) defined academic Integrity is an expectation that instructors, students, analyst, and all individuals in a certain community execute with trustworthiness, self- belief, reasonableness, and respect. Furthermore, the challenges facing faculty and academic institutions today in maintaining academic integrity comes from several different areas encompasses an increased availability of technology and connectivity, characteristics and viewpoints of the students, and the environment (Dyer, 2019).

In an international scene, particularly in Oman, poor scholastic performance and academic integrity is among of the main concerns of teachers, syllabus designers, curriculum developers and the whole educational system (Alami, 2016). As Cascio (2015) and Rahamneh (2012) stated that surfing in the internet would come across an ample number of articles and studies conducted have impact on students' academic performance in different countries and the findings yield some prominent factors among which involves poor teaching method, improper evaluation instruments, stress and emotional factors thus it might affect the academic integrity on a certain student.

In the Philippine educational system, Filipino learners in particular, are required to faithfully adhere the mandate of excellence, mastery and integrity of learning knowledge and skills, which are intended for the proliferation of their infinite potentials which lie dormant if untouched with graces of academic instructions. In this sense, this concludes that it is frustrated by misconducts or undisciplined performances among the 21st

learners (Diego, 2017). The Department of Education (DepEd) implement and never tolerate any form of academic dishonesty amidst reports of online cheating. The aforementioned agency of government reiterated this after the Facebook Group “Online Kopyahan” and it also stated that academic honesty is a foundational element of learning and fundamental principle of all academic institutions (Manila Bulletin, 2021).

In the local scene, in the province of Davao de Oro, particularly in Pindasan National High School, numerous students tend to procrastinate in academic activities and tasks due to the influence of technology, pending tasks and activities, lack of financial assistance which causes a severe manifestation of not maintaining or attaining the highest standards of striving excellence. Thus, the scholastic performance of the students is highly affected.

Moreover, the relationship between the variables is not yet known thus the proponents felt an urgency to the conduct the aforementioned study. In an effort to elucidate the problems to the aforementioned quantitative research study. This study will also show the and level of academic integrity towards the scholastic performance of senior high school students in Pindasan National High School. In line with these, there is no study conducted regarding to the relationship between academic integrity and scholastic performance of senior high school students.

Statement of the Problem

The main objective of this study is to determine the relationship between academic integrity and scholastic performance of senior high school students in Pindasan National High School.

In addition, this study is specifically aimed to answer the following questions:

What is the level of academic integrity in senior high school students in terms of:

Honesty;

Trust;

Fairness;

Respect;

Courage and;

Responsibility?

What is the level of scholastic performance of senior high school students in terms of:

Student's Attitude;

Academic Performance?

Is there a significant difference on academic integrity of senior high school students when grouped according to:

Gender;

Year Level?

Is there a significant difference on scholastic performance of senior high school students when grouped according to:

Gender;

Year Level?

Is there a significant relationship between academic integrity and scholastic performance of senior high school students?

Hypotheses

The following hypotheses were tested at 0.05 level of significance:

There is no significant difference on academic integrity of senior high school students when grouped according to gender and year level.

There is no significant difference on scholastic performance of senior high school students when grouped according to gender and year level.

There is no significant relationship between academic integrity and scholastic performance of senior high school students

Theoretical Framework

This study is primarily anchored from the attribution theory of Heider (1958) which explores how individuals attribute causes to behavior. In the context of academic integrity, this theory suggests that students' behavior may be influenced by how they attribute success or failure. If they believe that dishonest practices are necessary for academic success or if they attribute their failures solely to student's honesty, trust, fairness, respect, courage, and responsibility.

The first supporting theory is the theory of planned behavior of Ajzen (1991) which suggests that individuals' behavior is influenced by their attitudes, subjective norms and perceived behavioral control. This theory implies that students' decisions to engage in dishonest practices, such as cheating or plagiarism, are influenced by their beliefs about the consequences, social norms, and their perception of control over their actions which suggest that student's attitude and academic performance are highly considered.

The second supporting theory is the cognitive dissonance theory proposed by Festinger (1957) which suggests that individuals experience discomfort when their beliefs or actions contradict to each other. In the context of academic integrity students may experience cognitive dissonance when they know that cheating is wrong but still choose to engage in such behaviors.

In Table 1, it was presented the conceptual framework of the study along the variables and its indicators. The independent variable is the academic integrity with the indicators according to the Tertiary Education Quality and Standards Agency (2021) which are the commitment to six fundamental values which are the honesty, trust, fairness, respect, courage and responsibility. Honesty is the quality of being fair and truthful; Trust refers to the firm belief in the reliability, truth, ability or strength of someone or something; Fairness refers to the state of being fair, or free from spots or stains; Courage refers to the ability to do something that frightens one; and Responsibility pertains to a state or a fact of having a duty to deal with something or of having control over someone. The indicators indicated above represents each variable.

The dependent variable is the scholastic performance with the following indicators augmented by the proponents; Student's Attitude refers to the tendency to respond a certain way towards something; Academic Performance is the extent to which a student, teacher, or an institution has attained their short or long-term educational goals and measured either by continuous assessment or cumulative grade point.

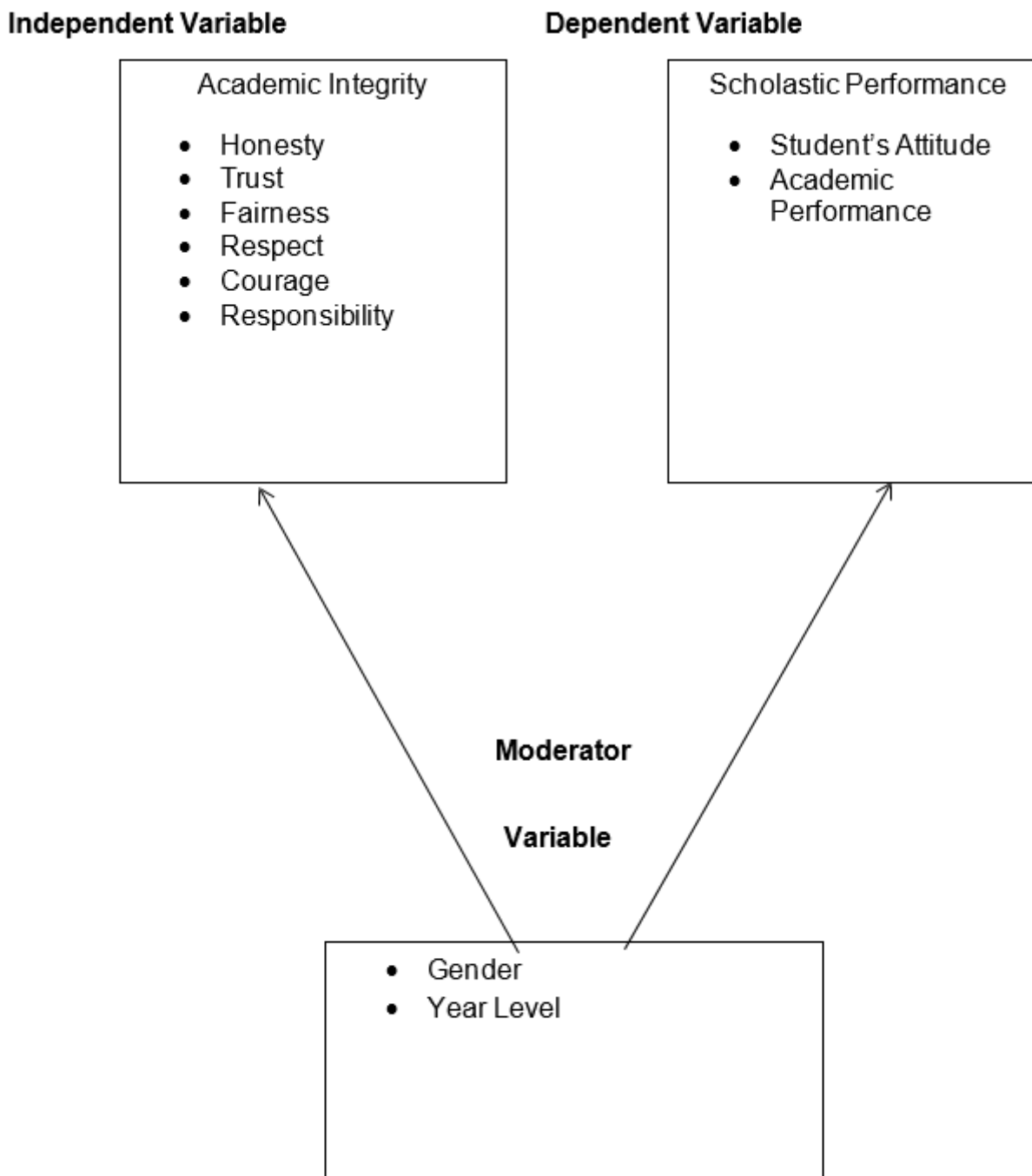


Figure 1. The Conceptual Framework of the Study

Significance of the study

This study will give an overview on the level, significant difference, and relationship of academic integrity towards scholastic performance in senior high school students in Pindasan National High School. This is also substantial to the faculty and staff of Pindasan National High School in determining the relationship between academic integrity and scholastic performance of senior high school students in Pindasan National High School.

This study is made for a purpose of seeking the relationship between academic integrity and scholastic performance of senior high school students in Pindasan National High School are beneficial to the following:

Department of Education. The results of the study will furnish information about the academic integrity and scholastic performance of the senior high school students in Pindasan National High School.

Administrators. This study will enlighten the mind of the administrators and provide sufficient information

about the relationship between academic integrity and scholastic performance of senior high school students in Pindasan National High School.

Teachers. They will be guided and informed about the level of academic integrity towards scholastic performance of senior high school students.

Students. The result of this study will be beneficial for them for it they will be guided on what is the level of academic integrity towards scholastic performance of senior high school students as well as it they will be inform about the role of academic integrity upon their lives. They are the ultimate recipients of this educational endeavor.

Future Researchers. It will serve as a basis for them regarding to what study they will choose.

Scope and Delimitation

The scope of this study is to determine the level, difference, and the relationship between academic integrity and scholastic performance among senior high school students in Pindasan National High School.

The study is delimited only for Grade 11 and Grade 12 students of Pindasan National High School for the school year 2022-2023. This study aims to point out the relationship between academic integrity and scholastic performance of senior high school students as well the role and the level of the academic integrity that shapes every student's scholastic performance in the above-mentioned institution.

Definition of Terms

The following terms are conceptually and operationally defined and utilized in this study

Academic Integrity. It entails commitment to the fundamental values of honesty, trust, fairness, respect, responsibility and courage (Fishman, 2014). As this used in this study, it refers to the moral code or conduct in a certain academic community.

Scholastic Performance. It is the extent to which has attained their short or long-term educational goals and well-measured either by assessment and cumulative grade point average (Yigermal, 2017). As this used in this study, it refers to the capacity and ability of a student to excel in assessments and tasks in school.

REVIEW OF RELATED LITERATURE

This chapter provides vital concepts, insights, ideas and expert opinions excerpted from various sources and authors in support to the investigation by the proponents of this study.

Academic Integrity

The International Center for Academic Integrity (2015) conceptually defined academic integrity as a series of basic principles which are the foundation for success in any aspect of life and represent an essential element that allows achievement of the necessary learning which enable the future student to overcome and face any personal and professional challenges thus it will serves as a stepping stone to a progressive academic community.

In addition, As Bertram and Gallant (2016) defined academic integrity that it is a fundamental quality for every student's endeavour as well as it is essential in any teaching-learning process focused on achieving the highest standards of excellence and learning. Hence, it must represent a goal to which every academic institution, seriously engaged in quality, and must aspire to a certain achievement (Bertram and Gallant, 2016).

Enacting academic integrity means taking action with responsibility, honesty, respect, trust, fairness and courage in any activity related to the academic work and avoiding any kind of cheating or dishonest action even when the work is difficult (International Center for Academic Integrity, 2014)

According to Bosch and Cavallotti (2016), the term integrity has four common elements that are included in the different ways to describe it: justice, coherence, ethical principles and appropriate motivation. Thus, the definition in accordance to this concept would be to act with justice and coherence, following the ethical principles and an appropriate motivation focused on good purposes. In this sense, academic integrity could be understood as the habit of studying and carrying out academic work with justice and coherence, seeking to learn and to be motivated by the service that this learning can provide others. However, there has been a wide variety of interpretations about academic integrity (Fishman, 2016).

As Tertiary Education Quality and Standards Agency (2022) convict that breaching academic integrity is also known as ‘academic misconduct’ or ‘academic dishonesty’. The paramount way of upholding an academic integrity is by contacting teachers in school if experiencing study problems and working with them on solutions. Also, studying and learning provides the knowledge expected of a student but any form of cheating means that can miss an important professional knowledge and practice that may need to succeed in the future as well as becoming part of a learning community when they study and important actions that undermined the academic integrity of a certain institution could affect student’s reputation in the future (Anwar et al., 2020).

On the other side, Hossain (2020) stated that academic integrity is an essential part of information literacy as a demonstration of global citizenship and defined academic integrity literacy as understanding, gaining of information in academic and in daily living. Academic Integrity Literacy had emerged as a commonplace term similar to other identified twenty-first century literacy as well as it is an inseparable combination of values, behaviours, ethical decision- making and skills necessary for academic success (Eaton, 2020).

To dive deep, Eaton (2019) firmly defined academic integrity literacy as essentially goes beyond the development of academic skills to include an explicit understanding of the values that underpin integrity and a conscious commitment to those upholding values. In a similar fashion, academic integrity literacy as a complex, interdisciplinary, multidisciplinary and transdisciplinary issue which requires a comprehensive understanding of academic integrity as well the acts considered to alleviate academic misconduct (Hossain, 2020).

In the study conducted by Celik and Lancaster (2021) which stated that instructional methods, course designs and instructional delivery is a significant influence on students to engage in academic integrity violation or not. A certain study found out that there is a little agreement between teachers and departments insofar as to which subject or curriculum information and digital literacy should be taught at the secondary level. Indeed, various studies confirmed that in many K-12 schools where there is no formal policy on the ethical utilization of information and no one is designate to teach students on how to guard against academic malpractice (Miller and Bartlett, 2012).

In relation to the study of Packalen and Rowbotham (2021) states that the significant difference between the group was that students in fourth year and first year are significantly more morally disengaged in that they viewed it acceptable to engage in trivial violations of academic integrity in numerous scenarios it implies that there is no significant difference on academic integrity between the aforementioned year level.

Moreover, Tauginiene and Gaizauskaite (2018) particularly reported the lack of effective integrity management prone to academic misconduct in secondary schools. Additionally, went further and stated that in K-12 curriculum, there is a lack of clarity around on how to align academic integrity literacy along with the pre-existing academic integrity literacy or transition literacy frameworks that each school or district adheres and must be teach and to what extent (Hossain, 2020).

In the study of Espinosa and Toquero (2018) stated that academic integrity is crucial for the students in acquiring a certain achievement and it is also a principle that students should uphold while engaging in every academic activity however some of the students are fail to follow the standards set by a certain school.

Okanovic et al., (2013) conducted their study in Serbia, involving a large sample of students. They examined eight classes of attitudes towards school misbehaviour which include attitudes towards misbehaviour it also found out that numerous students do not consider such behaviour as an offense rather a trend or even a

recommended behaviour.

Further, in the study of Aguilon et al. (2020) states that males are highly engaged participated more in an active learning course in any learning areas while women reported lower perceptions of their academic abilities. In addition, the results suggest that “active learning in itself is not a panacea for the learner’s equity”.

An additional study of Soderstrom and Bjork (2015) states that it is a captivating paradox in education that students can be excitedly successful on their assigned tasks and responsibilities, with such scenarios and situations demonstrate one of the most substantial differences in all memory and human learning literature called the difference between performance and learning it implies that academic integrity and scholastic performance can be correlated in performance and learning of a student and it further shows that there is a significant relationship between academic integrity and scholastic performance in such instances or scenarios in every learning institutions.

Scholastic Performance

One of the most significant parts of human resource development is education. Academic performance is the measurement of a student’s achievement across various academic subjects. Teachers and education officials typically measure achievement using classroom performance, graduation rates, and results from standardized tests. Student’s scholastic performance is affected by several factors: students’ learning skills and attitude, parental background, peer influence, teachers’ quality of teaching, and learning infrastructure (Shakeel & Peterson, 2020).

Along with the study of Hattie (2008) demonstrated that teachers play a crucial role in improving the performance of the students. Performance is a multifaceted feature that depends on many aspects, including work values and organizational commitment in a certain academic task (Gutierrez, Candela, & Carver, 2012).

In addition, the study of Ayril et al., (2018) have shown that assessments and examinations are widely use tools for evaluating students’ performance regardless of academic level or discipline. In this scene, performance is linked with effectiveness, knowledge management, and quality (Platisa et al., 2015).

Apart from this, Odiri (2015) opined that student’s attitude and habits plays a significant role in determining the quality of education, student’s performance, and the achievement of the students in such academic subjects since students cannot grasp all the learning they need on subject from their teachers inside the class. Particularly in Ezurum, Serbia, which investigated the relationship between student’s attitudes and their scholastic performance, it was found that there was a significant relationship between the attitudes of the students towards scholastic performance in a certain subject (Sirmaci, 2017).

According to Sejcova (2016) an important factor in contributing to good results of students of an individual subjects is their attitude towards them. There is a study indicate that an attitude towards a subject reflects a measure of popularity that reflects a tendency to undertake actions required by the subject and the satisfaction gained from these actions (Pavelkova & Procghadzkova, 2016).

As Kubiatio (2013) argues that if attitudes towards a subject and school are positive, also the achievement gets better. Further, the achievement of a student could be defined as individual progress and improvement in terms of acquired knowledge, skills, competencies and attitude it affirmative belief one has towards people and surroundings. In case of education, student’s positive attitude may influence their academic achievements and highlights the prime factors like anxiety, socio-economic status etc. which may create a barrier in improving the scholastic performance.

Particularly in the study of Das et al. (2014) have found out that there is no significant difference and relationship between boys and girls students in attitude towards education. In addition, it was also found that attitude towards education have very low negative relation which is not statistically significant.

Educators and researchers have long been interested in exploring variables contributing to the quality of scholastic performance of learners. Scholastic performance is affected by many factors including parents’

education levels and income, teachers' satisfaction and knowledge of a certain subject, truancy, textbooks availability and accessibility, libraries, practical laboratory, meals provision and many other factors, therefore consistent lower academic performance at the senior high school is a huge threat to every country's educational system especially in Ghana (Chinyoka and Neidu, 2013).

In addition, Hedges & Nowell (2022) found out that males has an advantage in scholastic performance encompasses science achievement while females has an advantage in reading comprehension. Additionally, a certain study revealed that there is no significant difference between scholastic performance and the students in college education in Borno State (Goni et al., 2015).

Despite of excessive government investment in education, most students fail to achieve good academic performance at all levels of education. As a result, a correlational study in Ara Minch University, South Ethiopia, found out that the trend of graduating students is not proportional to the trend of enrolled students and more students commit read mission due to poor academic performance (Yigermal, 2020).

In the study of Rivera (2017) stated by Barrot (2018) that despite promising goals by the Philippine government, several issues have spurred the reform's implementation. For instance, they found misalignments between established learning pedagogies with the expected outcomes of the curriculum guidelines of the Philippines. However, with the collective moment of other countries towards globalization, the Philippines has undertaken major educational reforms that transition and shift its 10-year primary education into the K-12 curriculum (Di Natale et al., 2020).

Further, Ayril et al. (2015) revealed that tests and examinations are vital tools extensively employed to assess students' performance irrespective of discipline or academic stage. Another study which states that students are often analyzed through assessment, skills, tests, abilities, and academic success to investigate students' education outcomes and check their achievement to strengthen the quality of education for a better academic performance of students therefore the performance is associated with knowledge management, quality and efficiency (Platisa et al., 2015).

According to Garbanzo (2015) that there is a clear need for education to learn about the factors that influence a student's scholastic performance, considering the performance to be quantitative result obtained during the learning process, based on the evaluations carried out by the educators through objective test evaluations. Along the years, there have been numerous studies devised in seeking the factors affecting the scholastic performance of a student (Actis, 2015).

In the study of Briones et al.(2022) states that there's a lot of factors that may affect one's student's performance however, there are primarily familiar factors such as teachers' satisfaction and students attitude Moreover, the scholastic performance of students relies on several factors like socio economic, personal and other environmental variable (Yassein et al., 2017).

In the study of Saa (2016) states that the factors that affect the scholastic performance of students can assist in managing their impact. Predicting academic performance of students has become challenging due to a huge number of data in the database of education. Presently there are several techniques used to evaluate a student's scholastic performance. Data Mining is one of the most familiar techniques use to examine the academic performance of students. It has been used widely in education system and it is referred as educational data mining thus educational data mining is a method used to retrieve useful patterns and information from a large database of education (Shahiri et al., 2015).

According to the research study of Asogbon et al., (2016) one way to accomplish standard quality education by higher learning institutions is to predict and evaluate the entrant student's performance properly and recommend faculty programmes for them based on the data of education. A multiclass Support Vector Machine Technique was constructed to find and seek student's performance in a certain institution.

According to the research study of Pratiyush and Manu (2016) with the growth in educational sector there is a raise in new technologies which outcome in huge set of data. A certain research study proposed a decision tree

approach for predicting academic performance of students. To develop on education quality there is a requirement to be capable to predict students' academic performance (Kolo et al., 2015).

A study conducted by Crego et al., (2016) states that academic stress negatively affects students' performance. Motivation is another factor that can affect the scholastic performance of a student thus it also considered as a predictor of academic performance. Higher motivation also results in higher academic achievement. With this, motivation is essential and has a significant relationship with scholastic performance (Kori et al., 2016).

The relationship between emotional intelligence, perceived stress, and academic performance and associated factors therefore conclude that higher emotional intelligence was associated with better academic performance among students. The aforementioned study recommends that enhancing emotional intelligence may help reducing stress levels and improve academic performance (Ranasinghe et al., 2017).

Furthermore, Brew et al., (2015) states that one factor that has the propensity to influence the academic output of a student is the natural surroundings that a student belongs to. However, such surroundings that could the performance of the student can be given by the parents. In order for the students to achieve an excellent performance concerning to school, several researchers have posited that students reaching fate mainly rely on the academic influence of their parents (Shirfer, 2013).

There is a factor that impacts and accounts for a scholastic performance of students which is the number of teachers which is proportionally smaller than students. Despite of the smaller number of teachers in the public schools, they additionally engage in other menial jobs or hold personal ventures to help them make their living comfortable and stable (Nilson, 2016).

Moreover, Brown (2017) defined scholastic performance for education to fully achieve its purpose, educators play a paramount role by way of interpreting, displaying and setting standards adhering educational programs during school hours. Hence, teachers determine how teaching and learning occurs. Therefore, it builds a hypothesis that a teacher is characterized as being productive when he/she brings out the required outcome when performing his/her role as an educator (Brookfield, 2017).

METHODOLOGY

This chapter deals with the procedures and methods used to conduct the study, the research design, the research locale, research respondents, research instruments and data gathering procedures.

Research Design

This study employed a quantitative non-experimental research design particularly descriptive correlational method which focuses at the present condition and to find new facts through the use of a researcher-made questionnaire employing the suitable statistical tools.

As Frey (2018) stated that quantitative non-experimental are the research designs that examine social phenomena without direct manipulation of the conditions that the subjects experienced as well as there is no random assignment of subjects to different groups. As such evidence that supports the cause and effect relationships are largely limited. Utilizing the descriptive method pertains to a study of relationships between two or more constructs. It tried to determine if there is a relationship between the two variables.

Research Locale

The study was conducted in Pindasan National High School located in Purok Acasia, Pindasan, Mabini, Davao de Oro as well as it is currently under managed by the Department of Education. The area is situated nearby in Pindasan Barangay Hall and San Antonio Barangay Hall. The school is popularly known as the "Paragon of Exemplary Performance: Home of Happy Hearts". Hence it is evident that it has numerous academic excellent performing 22 students that are still aiming and striving for academic achievements and success.

In addition, the respondents were interviewed the chosen respondents in their classrooms or any comfortable

place that the respondents will choose to. The proponents tend to choose the aforementioned area due to its high potential of seeking the level and the significant relationship and difference between academic integrity and scholastic performance of senior high school student. The aforementioned school is also an excellent producer of talented and excellent performing students when it comes in engaging such scholastic performance and activities. Also, it has numerous students that will likely to engage in such academic activities and tasks.

As shown in the Figure 2, the map shows the Barangay Pindasan highlighting the Pindasan National High School.



Source: <https://www.google.com/maps/place/7VM3%2BJ8V+Pindasan+National+High+School+Purok+Acacia+Mabini+Davao+de+Oro/@7.2880994,125.8565351,13z.com>

Figure 2. Map of Municipality of Mabini highlighting Pindasan National High School

Research Respondents

The respondents of the study are the Grade 11 and Grade 12 senior high school students in Pindasan National High School. The students as respondents will be selected randomly. Through assessing their self they can be able to answer the researcher-made questionnaires.

The sampling technique used in the selection of the respondents is the simple random sampling. The population density of the chosen senior high school students in Pindasan National High School as respondents in this study is 334 as found in the Table 1. With the utilization of slovin formula, the number of sample is 192.

Among 334 senior high school students in Pindasan National High School only 182 responded as sample posted 33 in Beatitude, 20 in Wisdom, 16 in Reverence, 20 in Candor, 20 in Fortitude, 45 in Transcendence, 30 in Empowerment, and 19 in Fortitude.

Research Instrument

Two sets of researcher-made questionnaires were used in gathering the required data for the aforementioned study. The instrument was piloted to test a group, particularly the Grade 10 - Courage students in Pindasan National High School. The items in the instrument were subjected to reliability test for the internal consistency of the items utilizing the Cronbach Alpha (Appendix H For the independent variable, Cronbach Alpha showed a result of 0.9422 with the sum of the item variance of 45.93 which means excellent interval consistency while for the dependent variable, Cronbach Alpha showed a result of 0.8577 with the sum of the item variance of 13.6647 equivalent to good interval consistency. There was no error due to the high reliability of the researcher-made questionnaire. Moreover, the two-set questionnaires were content-validated by the experts, with a rating of 4.9285 with a descriptive equivalent of very good.

Table 1 Distribution of Respondents

GRADE 11	Population	Sample
Beatitude Wisdom Reverence Candor	61	33
	36	20
	30	16
	36	20
GRADE 12	Population	Sample
Fortitude Transcendence Empowerment Prudence	36	20
	45	24
	55	30
	35	19

The proponents of the study formulated a two set of researcher made questionnaire. The first set is for the independent variable to determine the level of academic integrity in terms of honesty, trust, fairness, respect, courage, and responsibility. It will be given to the respondents of this study. Another set of questionnaire is for the dependent variable to assess the scholastic performance of senior high school students in terms of student's attitude and academic performance. The two formulated questionnaire will be distributed to the senior high school students in Pindasan National High School.

To determine the level of academic integrity of senior high school students the following parameter was used:

Range of Means	Descriptive Equivalent	Interpretation
4.3 – 5.0	Very High	This means that the level of academic integrity towards senior high school students is very high.
3.5 – 4.2	High	This means that the level of academic integrity towards senior high school students is high.

2.7 – 3.4	Moderate	This means that the level of academic integrity towards senior high school students is moderate.
1.9 – 2.6	Low	This means that the level of academic integrity towards senior high school students is low.
1.0 – 1.8	very Low	This means that the level of academic integrity towards senior high school students is very low.

To assess the level of Scholastic Performance of Senior High School students, the following parameters was used:

Range of Means	Descriptive Equivalent	Interpretation
		high school students is very high.
3.5 – 4.2	High	This means that the level of scholastic performance of senior high school students is high.
2.7 – 3.4	Moderate	This means that the level of scholastic performance of senior high school students.
1.9 – 2.6	Low	This means that the level of scholastic performance of senior high school students is low.
1.0 – 1.8	Very Low	This means that the level of scholastic performance of senior high school students is very low.

Data Collection

The following are the procedures on how the proponents will collect the required data for this study:

Formulation and Validation of Research Instrument

The proponents had formulate ideas to make the best questions that will help this study through the help of the internet to find a basis on how to formulate a researcher-made questionnaire that supplemented as well as used as an instrument in the study.

In addition, the proponents of this study will asked a permission to the panel to approve their researcher-made questionnaire to ensure accuracy and credibility along with the questions and content in relation to the aforementioned study.

Seeking Permission to Conduct the Study

The proponents asked permission to the school principal of Pindasan National High School – Senior High School Department in relation to our data gathering and collection related to the entire process of our research study.

Administration of Pilot Testing

After seeking permission to conduct the study, the proponents proceed with the validation of the researcher-made questionnaires with the help of the experts to ensure the reliability of every item in the questionnaire. After the approval and validation of the questionnaire, the proponents proceed to the reliability test of the researcher-made questionnaires employing Cronbach Alpha to ensure the reliability of every item in the questionnaire.

Administration of Survey Questionnaire

If the internal consistency of the questionnaire is acceptable, the proponents personally distribute the two-sets of researcher-made questionnaire to the respondents.

COLLECTION, COLLATION AND ANALYSIS OF DATA RESULTS

After the distribution of the researcher-made questionnaire, if the respondents were done answering the survey questionnaires, the proponents will collect and retrieved it to ensure that the items are well understood by the respondents. The scores were computed and interpreted through employing the statistical tools.

Statistical Tools

The gathered data was analyzed utilizing the following statistical tools:

Cronbach Alpha. It was used to determine the reliability of the researcher – made questionnaires in assessing the level of academic integrity and scholastic performance of senior high school students in Pindasan National High School.

Average Weighted Mean. It was used to describe and assess the level of academic integrity and scholastic Performance of senior high school students in Pindasan National High School.

Pearson-r. It was used to determine the significant relationship between academic integrity and scholastic performance of senior high school students in Pindasan National High School.

T- test. It was used to determine the significant difference on Academic integrity and Scholastic Performance of Senior High School Students when grouped according to gender and year level.

Ethical Consideration

In the study of Abrar and Sidik (2019) emphasized that ethical consideration is essential in conducting a research study. Humans are born to be researchers. As a result, every human desire to arrive at the correct conclusion through investigation. There is no way to obtain absolute factual and solve the real problem without utilizing the ethics in research. The most significant and vital concept in research study is ethics. Every researcher must maintain ethics from the beginning to the end of study. Ethics in research defines guidelines for conducting a professional research. It also teaches and regulates researchers to ensure that they follow a strict code of ethics when conducting a research.

According to Miracle (2016), the Belmont Report defines the ethical principles that provide an ethical basis in research to protect the rights of human subjects or the respondents. It serves as an effective means of standards in evaluating the ethical consideration of a certain research study. These ethical principles may not technically govern the whole process of research however these are considered as a vital concept to make sure that a certain research study is done through following the ethical standards.

Respect for Persons. This ethical principle acknowledges the dignity and freedom of the respondents of a certain research study as participants and supports the requirement that voluntary informed consent be obtained before involving a human subject in research.

In relation to conduct this research study, the proponents will ensure the protection and representation of the respondents. To fully comply this study, the proponents will secure a parental consent just to make sure the approval of their parents in taking part of this study. Also, the respondents are entitled to refuse in taking part in the study. They are allowed to withdraw their signed or unsigned parental consent with no punishment or any form of loss of advantages. They are not waiving any legal claims or rights due to their participation in the height of the implementation of the research study.

The proponents of this study will took measures for the security and privacy for the delicate individual data of

the respondents through electronic or fabric information. Upon relying to this research study, the passage of the data of the respondents particularly their names were made discretionary. All collected information and data were ensured secured by storing the electronic data in a password protected folder as well as the material copies will be stored in a cabinet thus only the proponents of the study have an access to the files. Thus, with due respect and protection to the respondents in the height of the implementation of the study has given significance in this study.

Beneficence. This ethical principle requires the proponents to maximize possible benefits for the respondents and minimize risks for a certain research study. Through utilizing this ethical principle, the proponents are expected to make sure that the well-being of the human respondents is much highly prioritized in the implementation of this study.

To apply this ethical principle of this study, the proponents augment conscious efforts to undergo this study on a rigorous and strict panel review and by following the ethical standards as it would not expose the respondents to any form of harm. The proponents will take care of the respondents with utmost care and protection.

The purpose, nature and the implementation of this study are disclosed to the respondents and to their parents in order for them to protect themselves from any risks and harm. The strict observance of gathering data procedure through face-to-face must be taken to protect the respondents in this research.

Further, there is an emphasis of the benefits from the outcomes, arguments and findings of the study. It will give ideas to the respondent if there is a significant relationship between academic integrity and scholastic performance among senior high school students. It will also provide bases and insights to the Department of Education as well as to the teachers to augment programs and interventions that will resolve and improve the level of academic integrity and scholastic performance among senior high school students.

Justice. This ethical principle demands an equal and balance treatment and fairness of all the respondents in the study. This evidently addresses the need to have a fair distribution of burdens and benefits to the research study by having a fair selection of the respondents and location of the study.

Given by the essence of this ethical principle, the proponents of the study will implement a fair selection and recruitment of respondents who are senior high school students. For fair selection, the proponents will facilitate and ensure the respondents' selection is likewise, deliberated and unknown to the researcher. In addition, the proponents will employ stratified random sampling per each section or strata for the sake of fair and equal selection of the respondents.

RESULTS AND DISCUSSION

This chapter discusses the entire results of the study from the data gathered. These are the analysis and interpretation of the problems raised in the previous chapter as well as the findings of the study are presented in this chapter given by proponents of this study based on the results of this research study.

Level of Academic Integrity of Senior High School Students in Pindasan National High School

The first objective of this research study is to determine the level of Academic Integrity in Pindasan National High School. The independent variable which is the Academic Integrity was evaluated in terms of honesty, trust, fairness, respect, courage and responsibility.

Table 2 presents the level of academic integrity of senior high school students in Pindasan National High School, having an overall mean of 3.68 and standard deviation of 0.27. This implies that the level of Academic Integrity of Senior High School Students in Pindasan National High is high.

From the computed result, among of the indicators of academic integrity, it indicates that respect has the higher mean score of 3.95 described as high with a standard deviation of 0.12. It is followed by trust with a mean score of

3.83 described as high with a standard deviation of 0.13. Responsibility got a mean score of 3.81 described as high with a standard deviation of 0.11, while it is followed by honesty with a mean score of 3.53 described as high with a standard deviation 0.33. Fairness got a mean score of 3.51 described as high with a standard deviation of 0.33. While courage has a lower mean score of 3.47 described as moderate with a standard deviation of 0.16.

The results revealed that the level of Academic Integrity in terms of honesty, trust, fairness, respect, courage and responsibility of senior high school students in Pindasan National High School is high.

Table 2. Level of Academic Integrity of Senior High School Students in Pindasan National High School

Indicators	Mean	SD	Description
Respect	3.95	0.12	High
Trust	3.82	0.13	High
Responsibility	3.81	0.11	High
Honesty	3.53	0.33	High
Fairness	3.51	0.33	High
Courage	3.47	0.16	Moderate
Overall	3.68	0.28	High

The computed data revealed that the level of academic integrity in terms of honesty, trust, fairness, respect, courage, and responsibility obtained an overall result of high level. This implies that the academic integrity of senior high school students in Pindasan National High School has a descriptive equivalent of high and interpreted as much observed.

The finding is in agreement with what Bertram and Gallant (2016) emphasized that academic integrity is considered as a fundamental quality for every endeavour and essential in any teaching-learning process focused on achieving the highest standards of excellence. By this, the students must be able to know the importance of academic integrity.

In addition, academic integrity must be very much observed in every learning institution to augment and achieved a high quality of education. By in doing so, the aforementioned learning institution must focus on how to increase the level of academic integrity to achieve the mission and vision of the Department of Education.

Based on the appended table 2.1, data indicate that the level of Academic Integrity in terms of respect described as high in all items. It can be analyzed further in the table that always greet the teachers “Good Morning” and “Good Afternoon” as well as communicate to teachers with respect got the same and highest score mean of 4.04. It was followed by talk with respect to the teachers but also to my co-students with a mean score of 4.01; followed by raise my hand before asking something in class and do the “mano po” whenever I see my past and present teachers with a mean score of 3.82.

In addition, the data in academic integrity in terms of trust obtained a mean score of 3.83 which evidently described as high and thus the extent of academic integrity in terms of trust is much observed. When analyzed further, data from Appended Table 2.2 have revealed all the items as high, encompasses always ask for permission before borrowing someone’s property with a highest mean score of 4.0; do not do anything that makes my teacher’s disappoint as well as do not violate any school laws/rules with a mean score of 3.86; always take care of my classmate’s properties with a mean score of 3.79 and always do my teacher’s order without a miss obtained the lowest mean score of 3.63 with a descriptive equivalent of high.

Moreover, based on the data, the level of academic integrity in terms of responsibility was described as high and obtained a mean score of 3.81. This implies that the academic integrity of Senior High School Students in Pindasan National High School in terms of responsibility is much observed. Data from Appended Table 2.3 indicate that all the items were classified as high. Particular, am responsible in my actions as a student with the highest mean score of 4.01, finished the job in my assigned area with a mean score of 3.83, do my best whenever my teacher assign me to facilitate my classmates obtained a mean score of 3.75, pass my projects and assignments on time with a mean score of 3.75 and always come to school on time with a lowest mean score 3.72. Based on the above-mentioned items under this indicator is classified as much observed and high.

The data from the Appended Table 2.4 revealed that the level of academic integrity in terms of honesty has a descriptive equivalent of high and had obtained a mean score of 3.53. All of the items covered in this indicator has a descriptive equivalent of high and much observed. When analyzed further, always tell my teachers the real reason of my absences got the highest mean score of 3.86. This is followed by answer my teacher's question honestly with a mean score of 3.78; always answer my assessment/s without cheating with a mean score of 3.56; always do my tasks/assessment without plagiarizing with a mean score of 3.44; and lastly tell my teacher if someone is cheating with a lowest mean score of 3.02.

From the Appended Table 2.5, the data revealed that the academic integrity in terms of fairness got a mean score of 3.51 with a descriptive equivalent of high and much observed. When analyzed further, ask my group mates about their perspectives in our project before planning got the higher mean score of 3.81. It is followed by always ask each side's of point of view before doing things with a mean score of 3.75; am fair every time when I check my friend's paper with a mean score of 3.62; preferred to be unbiased in every circumstance in school with a mean score of 3.38; and lastly report anyone who cheat even if it is my close friend with a lowest mean score of 3.00.

Furthermore, from the Appended Table 2.6, the data have shown that the academic integrity in terms of courage is moderate and fairly observed with a mean score of 3.47. When analyzed further, the highest mean is 3.73 which is participate in any school activities. It is followed by confidently raised my hand whenever I know the correct answer with a mean score of 3.50; always feel confident in answering my teacher's question with a mean score of 3.44; do not hesitate to be a leader in any group activities with a mean score of 3.40; and report who ever violate the school rules with the lowest mean score among of the items covered in this indicator which equivalent to 3.28.

The Appended Table mentioned above aims to evidently determine what indicator of the independent variable has a high level or any level embodied to the range of means. Thus, the data revealed that the level of academic integrity in terms of honesty, trust, fairness, fairness, respect, courage and responsibility has a descriptive equivalent of high and much observed by the senior high school students in Pindasan National High School.

Level of Scholastic Performance of Senior High School Students in Pindasan National High School

The second objective of this research study was to determine the level of scholastic performance of the senior high school students in Pindasan National High School which was measured through a researcher-made questionnaire with its indicators; student's attitude and academic performance.

Table 3 presents the level of scholastic performance of senior high school students in Pindasan National High School, having an overall mean of 3.65 and a standard deviation of 0.13 with a descriptive equivalent of high. The high level of the aforementioned variable of this study indicates that the scholastic performance among senior high school students is much experienced.

The data revealed that among the indicators, student's attitude got the highest mean score of 3.68 with a standard deviation of 0.17 described as high. It is followed by the academic performance obtained a mean score of 3.62 with a standard deviation of 0.09 with a descriptive equivalent of high.

The result implies that the level of scholastic performance of senior high school students in Pindasan National High School in terms of student's attitude and academic performance is high and much achieved by the senior

high school students of Pindasan National High School.

Table 3. Level of Scholastic Performance of Senior High School Students in Pindasan National High School

Indicators	Mean	SD	Description
Student's Attitude	3.68	0.17	High
Academic Performance	3.62	0.09	High
Overall	3.65	0.13	High

The above-mentioned finding is in accordance with the study of Shakeel and Peterson (2020) emphasized that the student's scholastic performance is one of the most significant part of human resource development. In doing so, among the indicators under the scholastic performance, student's attitude obtained a high score thus in the study of Das et al. (2014) shows that student's attitude may influence their scholastic performance as well as there are some prime factors like anxiety, socio-economic status etc. which creates a barrier in improving the scholastic performance.

In the Appended Table 3.1, the data indicate that the scholastic performance in terms of student's attitude were high and much achieved by the senior high school students in Pindasan National High School. When analyzed further, data have revealed that all items were rated as high and much achieved. Specifically, the item, pay attention and listen carefully if my teacher is talking in front with the highest mean score of 3.95. It was followed by manage my time accurately with a mean score of 3.73; go to school early with a mean score of 3.60; preferably avoid backstabbing and gossiping during discussion with a mean score of 3.59; and lastly answer the standardized tests without copying one's answer with the lowest mean score of 3.51.

On the other hand, the data from scholastic performance in terms of academic performance obtained a mean score of 3.62 with a descriptive equivalent of high. To further analyzed the data in Appended Table 3.2, perform best during class presentations obtained the highest mean score of 3.70; do my projects right away with a mean score of 3.69; submit my projects and assignments before the deadline got a mean score of 3.67; confidently answer the question/s fluently during oral recitation with a mean score of 3.59; and lastly get high scores during exam with a mean score of 3.49.

Difference on Academic Integrity of Senior High School Students when grouped according to Gender

Presented in the Table 4, the data represents the significant difference on Academic Integrity when grouped according to gender, it encompasses the biological identity of the chosen respondents in this research study, which is the male and female. The results are obtained through employing t – test.

As shown in the table, the males have a weighted mean of 3.80 while the females have 3.57. The below-mentioned computation shows the computed t-value of 2.19 which is higher than the tabular value of 1.960. This result prompted the rejection of null hypothesis which states that there is no significant difference on Academic Integrity of Senior High School Students when grouped according to gender.

The result indicates that the two groups of genders have difference on academic integrity. The result is in favour of the males. This further shows that the males highly adopt the indicators of the academic integrity.

Table 4. Difference on Academic Integrity of Senior High School Students when grouped according to Gender

Gender	Mean	t-values		Decision
		Computed	Tabular	
Male	3.80	2.19	1.96	Ho Rejected

Female	3.57			
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The aforementioned result is in agreement with the study Aguillon et al. (2020) that males participated more in an active learning course in any learning areas, while women reported lower perceptions of their academic abilities. In addition, the results suggest that “active learning in itself is not a panacea for the learner’s equity”.

Difference on Academic Integrity of Senior High School Students when grouped according to Year Level

Presented on the Table 5 are the data to determine the significant difference on Academic Integrity of Senior High School Students when grouped according to year level. The results of the Table 4 are obtained through t-test.

As shown in the table 5, Grade 11 obtained a mean score of 3.76 while Grade 12 have a mean score of 3.61. To further analyzed, Grade 11 students obtained a higher mean score than the Grade 12 students. The below-mentioned computations revealed a computed t-vale of 1.46 which is lesser than the tabular value of 1.960. The computed results prompted the acceptance of the null hypothesis which states that there is no significant difference on academic integrity of senior high school students when grouped according to year level.

This implies that among of the two groups of year level have no differences on academic integrity. The aforementioned result further implies that the Grade 11 students are highly adapted with the indicators of academic integrity.

Table 5. Difference on Academic Integrity of Senior High School Students when grouped according to Year Level

Year Level	Mean	t-values		Decision
		Computed	Tabular	
Grade 11	3.76	1.46	1.96	Ho Accepted
Grade 12	3.61			

The computed data above is in agreement with what Packalen & Rowbotham (2021) stated that the significant difference between the group was that students in fourth year and first year are significantly more morally disengaged in that they viewed it acceptable to engage in trivial violations of academic integrity in numerous scenarios. In this sense, this concludes that there is no significant difference between the aforementioned year level.

Difference on Scholastic Performance of Senior High School Students when grouped according to Gender

The data on the test for significant difference on scholastic performance of senior high school students when grouped according to gender is presented in the Table 6. The results are obtained through t-test.

As shown in the Table 6, males have a weighted mean score of 3.84 while females obtained a mean score of 3.51. Computations have revealed a computed t-value of 2.90 which is higher than the tabular value of 1.960. This result prompted the rejection of null hypothesis which states that there is no significant difference on scholastic performance of senior high school students when grouped according to gender.

This finding indicates that among of the two groups of genders had difference on scholastic performance. The result is in favour of the males. This result further shows that males are highly achieved the indicators of scholastic performance.

Table 6. Difference on Scholastic Performance of Senior High School Students when grouped according to Gender

Gender	Mean	t-values		Decision
		Computed	Tabular	
Male	3.84	2.90	1.96	Ho Rejected
Female	3.51			

The above-mentioned findings are related with the study of Hedges & Nowell (1995) found out that males has an advantage in scholastic performance encompasses science achievement while females has an advantage in reading comprehension. Therefore, there is a significant difference on scholastic performance when grouped according to gender.

Difference on Scholastic Performance of Senior High School Students when grouped according to Year Level

Presented in the Table 7, represents the data gathered on how to measure the significant difference on scholastic performance when grouped according to year level. The results in Table 6 are obtained through t-test

As shown in the Table 7, the Grade 11 students have a weighted mean score of 3.77 while Grade 12 students have a weighted mean score of 3.54 The aforementioned table revealed a computed t-value of 1.94 which is lesser than the tabular value of 1.960. The result prompted the acceptance of the null hypothesis which states that there is no significant difference on scholastic performance of senior high school students when grouped according to year level.

This result indicates that the two groups of year level have no difference on scholastic performance in terms of student's attitude and academic performance. To further analyze the computed data, the result is in favour to the Grade 11 students. This further shows that the Grade 11 students are more adopted in terms of the indicators on scholastic performance.

In Table 7, the Grade 11 students have a weighted mean score of 3.77 while Grade 12 students have a weighted mean score of 3.54 The aforementioned table revealed a computed t-value of 1.94 which is lesser than the tabular value of 1.960. The result prompted the acceptance of the null hypothesis which states that there is no significant difference on scholastic performance of senior high school students when grouped according to year level.

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Table 7. Difference on Scholastic Performance of Senior High School Students when grouped according to Year Level

Year Level	Mean	t-values		Decision
		Computed	Tabular	
Grade 11	3.77	1.94	1.96	Ho Accepted
Grade 12	3.54			

The finding is in accordance with the study of Goni et al. (2015) which revealed that there is no significant difference between scholastic performance and the students in college education in Borno State.

Relationship between Academic Integrity and Scholastic Performance of Senior High School Students

Table 8 shows the findings on the significant relationship between the academic integrity and scholastic performance of senior high school students in Pindasan National High School. To determine, the null hypothesis was tested at 0.05 level of significance utilizing Pearson-r. As shown, Academic Integrity obtained a mean score of 3.68 with a standard deviation of 0.28 while scholastic performance obtained a mean score of 3.65 with a standard deviation of 0.13.

The data revealed that the computed r-value is 0.7925 with a probability value of 0.0001 which is lesser than the level of significance. Thus, the null hypothesis is rejected. This means that there is a significant relationship between the academic Integrity and scholastic performance of senior high school students in Pindasan National High School.

When the r value is squared, it resulted to coefficient of determination of 62.80%. It means to say that if the level of academic integrity increases, the level of scholastic performance also increases since the value of r is positive. It further implies that the level of academic integrity in terms of honesty, trust, fairness, respect, courage and responsibility could be experienced depending on how the level of scholastic performance in terms of student's attitude and academic performance is observed.

Table 8. Relationship between Academic Integrity and Scholastic Performance of Senior High School Students

Variables	Mean	SD	r-value	Probability Value	Decision
Academic Integrity	3.68	0.28	0.7925	0.0001	Ho Rejected
Scholastic Performance	3.65	0.13			
Coefficient of Determination (r^2) = 62.80%					

The aforementioned finding is in agreement with what Espinosa and Toquero (2015) emphasized that there is a significant relationship between academic integrity and the scholastic performance of the students and is under by the critical observation of the teachers. Through focusing to the level of the two variables, a student can experience a safe and motivating learning environment whereas they can apply academic integrity as they clinch for their academic desires and goals.

Moreover, in the study of Soderstorm and Bjork (2015) states that it is a captivating paradox in education that students can be excitedly successful on their assigned tasks and responsibilities, with such scenarios and situations demonstrate one of the most substantial differences in all memory and human learning literature called the difference between performance and learning.

On the other hand, academic integrity and scholastic performance can be correlated in performance and

learning of a student. This further shows that there is a significant relationship between academic integrity and scholastic performance in such instances or scenarios in every learning institution.

SUMMARY, CONCLUSION AND RECOMMENDATION

Presented on this chapter is the summary of findings and the pertinent conclusions drawn from the results of this study and also presented are the recommendations given by the proponents based on the findings obtained.

Summary

The main problem addressed in the study is to determine the relationship between academic integrity and scholastic performance of senior high school students in Pindasan National High School in terms of gender and year level. The study aimed to investigate the level of academic integrity in terms of honesty, trust, fairness, courage, respect, courage and responsibility and to assess the level of scholastic performance in terms of student's attitude and academic performance. It also aimed to find out the difference between academic integrity and scholastic performance of senior high school students when grouped according to gender and year level. Through conducting essential experiments, gathering and collecting relevant data, the study aimed to provide paramount insights into the potential benefits in assessing the relationship between academic integrity and scholastic performance of senior high school students in Pindasan National High School.

Based on the computed data, the level of academic integrity in terms of the honesty, trust, fairness, respect, courage and responsibility obtained mean score of 3.68 which is descriptively high. While the level of scholastic performance in terms of student's attitude and academic performance obtained a mean score of 3.65 which is descriptively high.

In addition, the difference on academic integrity of senior high school students when grouped according to gender were treated through t-test with a computed t-value of 2.19 and a tabular value of 1.96 which resulted to the rejection to the null hypothesis. Further, the difference on academic integrity of senior high school students when grouped according to year level obtained a computed t-value of 1.46 and a tabular value of 1.96 since the tabular value is greater than computed t-value, it prompted to the acceptance of the null hypothesis.

Moreover, the difference on scholastic performance of senior high school students when grouped according to gender obtained a computed t-value of 2.90 and a tabular value of 1.96 which resulted to the rejection of null hypothesis. While on difference on scholastic performance of senior high school students when grouped according to year level obtained a computed t-value of 1.94 and a tabular value of 1.96 it prompted to the acceptance of the null hypothesis.

Furthermore, the formulated null hypothesis which stated that there is no significant relationship on academic integrity and scholastic performance of senior high school students was rejected. It was treated through pearson-r and obtained an r-value of 0.7925 and a probability value of 0.0001 which resulted to the rejection of null hypothesis. When the r-value is squared it resulted to the coefficient of determination of 62.80%.

CONCLUSION

Based on the cited findings of this study, the following conclusions are drawn:

The level of academic integrity of senior high school students is descriptively high and much observed in terms of honesty; trust; fairness; respect; courage; and responsibility.

The level of scholastic performance of senior high school students is descriptively high and much achieved in terms of; student's attitude and academic performance.

There is no significant difference on academic integrity of senior high school students when grouped according to year level, but a significant difference is found out when analyzed by gender.

There is no significant difference on scholastic performance of senior high school students when grouped

according to year level, but a significant difference is found out when analyzed by gender.

Thus, there is a significant relationship between academic integrity and scholastic performance of senior high school students in Pindasan National High School.

RECOMMENDATION

Premised on the aforementioned findings of the study and drawn conclusions, the proponents of this study offered the following recommendation:

1. Department of Education officials may implement trainings and seminars for the students and teachers to promote academic integrity and improve the scholastic performance of the students in some public secondary schools.
2. School Administrators should monitor and may initiate programs to strengthen and improve the level of academic integrity as well as the scholastic performance of the senior high school students as well as to initiate trainings and seminars to the students regarding academic integrity.
3. Teachers must build a safety and motivating learning environment to create a safe space for every learner in which students can immerse themselves in academic integrity and improve their scholastic performance. The academic integrity of senior high school students in terms of courage is of moderate level thus it is an indication for an immediate action to be implemented such as classroom activities, oral recitations, and any remediation activities that intends to boost their courage to participate in class discussions.
4. Students may participate in seminars and trainings regarding academic integrity and scholastic performance to improve their skills and participation during class discussion.
5. Future researchers may conduct another study regarding academic integrity as predictor to scholastic performance of senior high school students as well as they must investigate other grade levels such as junior high school students as their respondents.

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