Effects of Academic Cheating on the Performance of Grade 12 Senior High School Students

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Abstract: This endeavor is to determine the effects of academic cheating on grade 12 HUMMS students' academic performance. To accomplish this, the researchers used a descriptive-correlational approach, combining standardized and self-made questionnaires in the process of data collection. The student's academic performance was the focus of the standardized questionnaire. Students are generally satisfied with their academic performance, according to the findings. Meanwhile, the self-created questionnaire focused on students' attitudes about academic cheating. The results showed that students engage in academic cheating to some extent. It implies that, despite weak relationship between variables, there is a positive correlation between students' academic performance and academic cheating, as evidenced by 0.3163. Simply defined, students are frightened of academic failure, which is why they are more likely to engage in cheating.

Keywords- Academic Cheating, Students' Academic Performance, Descriptive-correlational Study

1. Introduction

Education is where people gain knowledge to learn new things. It is the key in achieving one's goal without it, people would not be able to attain success in life. Education is beneficial to people because it helps people to apply new things that will help in people's life. Educational Institutions help students learn, improve one's self and teaches them things that they can use in their daily lives and for the future. The interaction of thoughts, feelings or emotions, and actions is necessary for attending courses and learning from all of the interactions, activities, and teachings that take place in the classroom [1]. School helps students to learn new things, but because of the pressure on it, they tend to create a crime they do not want to commit.

There are different conflicts that students and teachers encounter in school. One example of it is academic cheating which is the major problem in schools. Cheating usually happens during a test or an exam. Academic Cheating usually happens in school committed by the students. Academic cheating happens when they are unready for the exam or when they feel that the material is difficult or when they want to pass the exam with good score. In today's generation, academic cheating becomes a crucial problem for students because it makes them unfair and does not believe in their skills anymore [2]. Many students cheat because they want to aim or have a high grade. It makes them unfair because some students have to sacrifice their time just to review to get high grades, but for the students who cheat they do not sacrifice anything and also get a high grade.

There are types of academic cheating according to D. Stuber McEwen [3]. It includes fabrication, plagiarism, multiple submissions, and abuse of academic materials. Cheating happens when a student uses someone else's work and use it in their projects and assignments. In a poll of 24,000 students at 70 high schools conducted in 2010, Rutgers University discovered that 95% of respondents acknowledged to engaging in some type of cheating, whether it was

duplicating schoolwork, cheating on a test, or engaging in plagiarism. According to a survey conducted in 2010 by the Josephson Institute Center for Youth Ethics of 43,000 high school students, 59% of them acknowledged to cheating on an exam, and 34% of them admitted to doing so more than twice. One in three high school pupils acknowledged using the internet to cheat. Because they place a greater emphasis on grades and aptitude than in elementary school, students in middle high school are more prone to cheat than those in elementary school [4].

According to a 2010 study from Joseph Institute of Ethics, cheating has been on the rise in recent years. The prevalence of academic fraud among students is a growing issue that worries educational institutions all over the world. Prior studies on cheating in cross-national contexts are scarce, albeit[5]. The main problem of the Academic Institutions worldwide is academic cheating and the increasing number of it. And if there is no action and solution coming from educational institution, it will build a bad moral to students. Cheating cases are widely spreading, statistics show cheating among high-school and college students has risen drastically during the past 50 years.

In the United States, according to McCabe 2011, cheating is out of control and has been for a long time. In the past years, over 28,000 students at 77 high school, 24 public, 18 parochial, and 35 private schools. The percentage of students admitting to cheating in the past year are 72% cheated during test or exam and 57% in plagiarism in public schools, 66% cheated during test or exam and 61% on plagiarism in parochial schools, and 46% cheated on a test or exam and 43% on plagiarism in private schools.

According to the findings of the 29th Who's Who Among American High School Students Poll, 80% of the best students in the nation cheated to rise to the top of their class, most of the students who surveyed said they don't think cheating is a big deal, 95% of cheaters claim they weren't

caught, 40% of cheaters admitted to cheating on a quiz or test, and 67% admitted to copying someone else's homework [6]. The data shows that students become competitive when it comes to academic that is why they are engaged in academic cheating. Students become more competitive, under more pressure, as a result, tend to excuse more themselves, and that is abetted by the adults around them [7].

In the Philippines education system, it's participants, learners particular are required to faithfully follow the mandate of excellence, mastery and integrity of learning knowledge and skills, which are intended for the proliferation of the infinite potentials which like dormant if untouched with the graces of academic instruction [8]. Nowadays, the basis of the level of intelligence of students is having a high grade that is why students want to excel in school. Because of wanting to be on top in school, students are doing their best this resulted students to cheat. Cheating scandals become broad that stained the people and many Educational [9]. Among these scandals is the purported leaking controversy involving the 2010 US National Physical Therapy Exam, which prohibited Filipino physical therapists from working there [10]. In recent years, the accusation of plagiarism has dominated the headlines in Philippine news. Mark Joseph Solis, a student at the University of the Philippines, was charged with plagiarism in 2013 after he entered a Gregory John Smith photograph in a "Smile of the World" competition. Later, Solis asked for forgiveness and returned his prize [11]. People cheat because they are increasingly frantic and competitive to succeed and because it benefits them personally. Students that cheat don't do so out of evil intent; rather, they do so out of sheer insecurity or desperation [12].

In Bulacan , specifically at Marcelo H. Delpilar National High School, this school is known for its core values a sense of community , integrity. Student are known for being excellent in different aspects. According to Anderman and Turner [13], high school students are more likely to engage in academic cheating because they want to aim for a high grade. Due to that reason, the researchers decided to conduct a study about the perception of grade 12 senior high school students on the Perspective of virtual students on academic cheating and it is impact on their academic performance.

2. RELATED WORKS

Academic dishonesty among students is a widespread issue at colleges all around the world. Understanding the elements affecting academic dishonesty is necessary for the creation of novel procedures and interventions aimed at reducing dishonest behavior. Previous studies have demonstrated the influence of situational, contextual, and personal factors on dishonest behavior at universities. Different countries may have different combinations of elements and varying degrees of their influence [14].

Unethical behaviors within the academic environment, academic dishonesty (AD), is a well-researched phenomenon. Various factors explain this phenomenon. This study investigates and presents a new structural model for determinants of AD, linking types of motivation, students' attitudes, personality traits, and cultural backgrounds (presented by country according to Hofstede's cultural dimensions theory) as predictors of AD in the context of traditional and distance-learning courses in higher education. [15] Accordingly, this research has substantial, practical implications for educators, institution and researchers dealing with course design development and institutional policy concerning pedagogical uses of digital technology.

Academic dishonesty is a pervasive and alarming phenomenon in the field of education. Although the literature has linked demographic characteristics to students' academic dishonesty, many of these aspects are hard to change. However, because motivation is a knownly adjustable characteristic, opportunities to influence a student's views, objectives, and values may arise. This may help to reduce academic dishonesty. [16]

Through the advent of Small and Massive Private Online Courses, Massive Open Online Courses (MOOCs) have been gradually moving from being entirely open and lacking clear acceptance in institutions or industry to private settings (SPOCs and MOOCs). These innovative formats frequently count toward credits and provide demonstrable market value by fostering the development of abilities and skills. However, the pervasive problem of academic dishonesty continues to exist and breeds skepticism about what students accomplished to pass these courses [17].

Tests, for example, have frequently been proven to promote long-term learning [18]. However, it is also stated that these tasks, because of their intricacy and difficulty, might have unfavorable effects, such as stress, worry, pressure, frustration, or poor assessments. Other studies have revealed that these effects frequently lead to an increase in dishonest behavior. Therefore, the current study explores the supposition that tests, in contrast to reading, are tough learning tasks that increase stress, negatively evaluate learning situations more, and, both directly and indirectly, increase justifications for cheating. As a result, cheating is meant to be related to both the learning scenario itself and any unfavorable effects it has.

The findings from a cross-lagged model confirmed that regulatory self-efficacy and moral disengagement have opposite influences on cheating behavior, that regulatory self-efficacy negatively influences not only the engagement in misconduct but also the justification mechanisms that allow the divorce between moral standards and action, and that moral disengagement and cheating behavior reciprocally support each other over time. Specifically, not only did moral disengagement influence cheating behavior even when controlling for its prior levels, but also cheating behavior affected moral disengagement one year later, controlling for its prior levels. These findings suggest that recourse to wrongdoing could gradually lead to further normalizing this kind of behavior and morally desensitizing individuals to misconduct [19].

3. STATEMENT OF THE PROBLEM

The main problem of this study was to determine the impact of Academic Cheating on Students academic performance. Specifically, this study sought answers to the following questions:

1. What is the perception of Grade 12 students on academic cheating?

2. What is the level of academic performance of the students?

3. Does the perception of virtual students on academic cheating significantly affects or influence their academic performance?

4. What implications may be derived from the findings?

4. METHODOLOGY

The descriptive correlation research methodology was employed by the researchers. When doing a correlational analysis, two variables are observed in order to determine a statistically significant relationship between them. Particularly, the main aim of this study was to determine the effects of academic cheating on the academic performance of Grade 12 senior highs school HUMSS students amid COVID-19 pandemic.

Guided by raosoft software, a calculator for sample size, the respondents of the study composed of 174 out of 317 Grade 12 senior high school HUMSS students during the school year of 20212022. The researchers used random sampling technique or the fishbowl technique in determining the sample from the population.

To collect the data, the researchers utilized a 15- item self-made questionnaire which aims to describe the experience of Grade 12 senior high school students on their academic performance. This questionnaire is a 5point Likert type and was subjected to expert validation. Meanwhile, the researchers adopted a standardized questionnaire entitled, "Students' Justifications for Academic Dishonesty: Call for Action" developed and validated by Naghdipour and Emeagwali (2013) to describe the students' attitude towards academic cheating. This questionnaire is a 5-point Likert scale type.

The Statistical Packages for Social Sciences were used to tabulate and process the data (SPSS). The following statistical techniques were applied to evaluate and interpret the collected data: mean procedures, frequency counts, and Pearson r correlation coefficient/regression analysis.

By Act of 2012, this study ensured that ethical standards set by generic research ethics were followed. In so doing, the participants will be informed about all the research steps. The respondents are more important than the study, and therefore always respected. They were told that the survey is voluntary and does not affect their lives as students and as persons, even their families, in any way. Hence, confidentiality was provided, as no one sought the respondents' personal information. Lastly, the data collection material was kept and destroyed upon completion of the study.

5. RESULTS AND DISCUSSION
Students' Perception on *Academic Cheating*

Table 1. Students' Perception on *Academic Cheating*

Indicators	Mean	Interpretation
1. I cheat because every student cheats	2.77	To some extent
2. I cheat because I don't have time to study	2.96	To some extent
3. I cheat because I am afraid to fail.	3.03	To some extent
4. I cheat because it hurts no one	2.59	To some extent
5. I cheat because my teachers are not tough on cheating.	2.68	To some extent
6. I cheat because lessons are difficult	3.09	To some extent
7. I cheat because grades are more important than learning.	2.55	To some extent
8. I cheat because I want to keep my scholarship.	2.41	To some extent
9. I cheat because my family is not very tough on cheating.	2.22	To some extent
10. I cheat because I only need the certificate.	2.37	To some extent
11. I cheat because the lessons are	2.56	To some extent

Indicators	Mean	Interpretation
irrelevant to my future career		
12. I cheat to have a better job in the future	2.34	To some extent
13. I cheat because I am under peer pressure.	2.72	To some extent
14. I believe everybody cheats in society.	3.05	To some extent
15. I study but I also cheat to increase my score.	3.06	To some extent
Average	**2.69**	To some extent

Table 1 demonstrated that in terms of Academic Cheating, students, to some extent, think that cheating will be a benefit to their education as shown by the average score of 2.69. This perception are perceived when they practice cheating (2.77), do not have enough time to study (2.96), fear academic failure (3.03), hurt no one (2.59), feel that their teachers are not tough on cheating (2.68), lessons are difficult (3.09), think that grades are more important than learning (2.55), want to keep their scholarship (2.41), their families are not very tough on cheating (2.22), they only need the certificate (2.37), lessons being tackled are irrelevant to their future career (2.56), desires to have a better job in the future (2.34), work under pressure (2.72), believe that everybody cheats (3.05), and desire to increase their score (3.06).

From table 1, questionnaire no. 6 obviously has the highest mean score of 3.09 and interpreted that the students cheat because the lessons are difficult was "To some extent." This means to say that students are having a hard time understanding the lesson so they tend to cheat. Nonetheless, questionnaire no. 9 shows that students cheat because their families are not tough on cheating because of its interpretation of "To some extent" with a mean score of 2.22. It is possible that it is because their families are not at all strict regarding academic cheating.

Level of Students' Academic Performance

Table. 2 *Level of Students' Academic Performance*

Indicators	Mean	Interpretation
1. I always attend online classes.	4.08	To a great extent
2. I listen carefully during discussion.	3.79	To a great extent
3. I pay attention and always participate during class recitation.	3.67	To a great extent
4. I enjoy doing school activities either as a group or individual activity	3.70	To a great extent
5. I find it easy to focus and I do not get distracted during online classes.	3.04	To some extent
6. I always communicate and interact with my classmates whenever we are tasked to do something about a certain subject.	3.56	To a great extent
7. I pass the activities given by our teacher right on time.	3.93	To a great extent
8. I exert efforts in doing my school tasks.	4.01	To a great extent
9. I can easily understand the lesson being discussed.	3.51	To a great extent
10. I can answer my modules	3.89	To a great extent

without the help of others.		
11. I can answer my modules without the help of others	3.29	To some extent
12. I do not feel shy to ask topic-related questions to my teachers	3.35	To some extent
13. I gain focus whenever I see technical problems.	3.92	To a very great extent
14. I can answer my modules without the help of others	4.54	To a very great extent
15. I want to have good grades.	3.94	To a great extent
Average	**3.75**	**To a great extent**

It may be gleaned in Table 2 that students are satisfied with their academic performance to a great extent as shown by the average of 3.75. This satisfaction are perceived when they always attend online classes (4.08), listen carefully during discussion (3.79), pay attention and participate during class discussion (3.67), enjoy doing school activities either as a group or individual activity (3.70), communicate and interact with their classmates whenever they are tasked to do something about a certain subject (3.56), pass their activities given by their teachers right on time (3.93), exert efforts in doing their school tasks (4.01), easily understand the lesson being discussed (3.51), can answer their modules without the help of others (3.92), and satisfied with their academic performances (3.94).

From table 2, questionnaire no. 14 obviously has the highest mean score of 4.54 and interpreted that the students want to have good grades as "To a very great extent." This means to say that every student really wants to have good grades in school. Nonetheless, questionnaire no. 5 shows that students find it easy to focus and do not get distracted during online classes because of its interpretation of "To some extent" with a mean score of 3.04. It is possible because some students do not have a very healthy working place to not get distracted during online classes and focus easily.

Relationship Between Grade 12 HUMSS students' academic performance and academic cheating.

The result reveals that students' academic performance and academic cheating has a significant relationship by having the value of 0.3163 although the relationship between variables is weak. It indicates that academic cheating has a direct influence on the academic performances of Grade 12 HUMSS students in Marcelo H. Del Pilar National High School.

Implications Drawn From the Findings of the Study

The outcome reveals that although there is a positive correlation between students' academic performances and academic cheating, the relationship between the variables is weak. This means that academic cheating has an effect on the academic performances of Grade 12 HUMSS students. Academic cheating by college students is correlated with a lack of self-control, attitude toward academic misconduct, subjective norm, and perceived behavioral control. Notably, the attitude toward academic dishonesty not only has a direct impact on student academic dishonesty but also acts as a mediator in the association between poor self-control and student academic dishonesty [20].

6. CONCLUSION

The researchers drew the following conclusions: first, the student's perception of academic cheating was described as "to some extent" which means students are having a hard time understanding the lesson, so they tend to cheat.; second. The Level of Students' academic performance were described as "to a great extent" as students wants to have a good grade.

7. RECOMMENDATION

Based on the data gathered and the findings of the study, the researchers recommend the following areas for future research: (1) schools and teachers should change their assessment practices; (2) they should also be vigilant and aware of all recently developed forms of cheating, especially digital cheating; (3) parents should assume more responsibility for child discipline; and (4) students should practice academic integrity. The study's limiting factor is the study population. To make the results more reasonable and credible, the researchers recommend involving a large number of participants. Following that, students from surrounding schools or municipalities should be included in the respondents to evaluate their academic performance. Additionally, the researchers recommend distributing surveys face to face to emphasize to them the necessity of honesty when answering the survey.

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