TOOL DEVELOPMENT FOR PROMOTING ACADEMIC INTEGRITY IN PRIMARY PUBLIC SCHOOLS: AN EXPLORATORY APPROACH

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ABSTRACT

This study explores promoting academic integrity in primary public-school through an exploratory mixed-method design. The approach involves an initial qualitative phase followed by a quantitative phase. More specifically, it aimed to construct, develop and evaluate the dimensions of promoting academic integrity in primary public-school scale. In the qualitative phase, there were seven teachers who participated in the in-depth interview and ten teachers participated in the focus group discussion. There were five themes that emerged from the interview that put emphasis on classroom policies and academic integrity guidelines, innovative classroom assessments and fair evaluation practices, student workshops and classroom discussions, integration of educational technologies to support integrity, and teacher-student partnerships and community involvement. A 100-item new approaches of teaching scale were also constructed based from the results of the interview. In the quantitative phase, 200 questionnaire responses were analyzed for exploratory factor analysis (EFA). Results showed five underlying dimensions of promoting academic integrity in primary public-school. A total of five themes on dimensions of promoting academic integrity in primary public-school questionnaire was developed which are Integration of Educational Technologies to Support Integrity with a total of 21 items, Innovative Classroom Assessments and Fair Evaluation Practices with a total of 15 items, Student Workshops and Classroom Discussions with a total of 14 items, Classroom Policies and Academic Integrity Guidelines with a total of 13 items, and Teacher-Student Partnerships and Community Involvement with a total of 14 items and the overall the scale has a total of 77-item questionnaire. This study recommended that future initiatives aimed at promoting academic integrity in primary public schools should incorporate a multifaceted approach, integrating innovative assessment methods, fair evaluation practices, student workshops, and classroom discussions. By combining these strategies, educators can create a comprehensive framework that addresses various aspects of academic integrity, from raising awareness and understanding to fostering practical skills and ethical decision-making.

Keywords: *Academic Integrity, Primary Public School, Exploratory Sequential Design, Factor Analysis, Municipality of Kabacan, Philippines*

INTRODUCTION

Academic integrity is a global concern, with data indicating that approximately 68% of students admit to having engaged in some form of academic dishonesty (McCabe, Trevino, & Butterfield, 2021). The prevalence of cheating, plagiarism, and unethical behavior in educational settings underscores the need for innovative strategies to foster learner's academic integrity. This problem not only erodes the fundamental values of education but also has long-term consequences for society at large. It is essential to develop and implement new, effective approaches that go beyond traditional methods to instill values of honesty, ethics, and responsibility among students in order to promote academic integrity and ensure the credibility and quality of education worldwide.

In the Philippines, the issue of academic integrity has become a pressing concern, with data indicating that a significant 54% of students admit to having engaged in academic dishonesty (Babaran & Babaran, 2021). This prevalent challenge underscores the need for innovative strategies to nurture learners' academic integrity within the local educational context. Academic dishonesty, including plagiarism and cheating, not only undermines the core principles of education but also threatens the credibility of the nation's academic institutions and the future of its workforce. Thus, the development and implementation of innovative and context-specific approaches are imperative to instill values of honesty and ethics among Filipino students, ensuring the preservation of academic integrity and the quality of education in the Philippines.

On the other hand, several studies and literature have delved into the factors that influence the development and effectiveness of innovative strategies for nurturing learner's academic integrity. For instance, in their work, Lang and Denessen (2021) explore the role of school climate and leadership in fostering a culture of integrity, emphasizing the importance of creating environments where honesty is encouraged. In a study by McCabe and Pavela (2019), the authors investigate the impact of peer norms on academic dishonesty, highlighting the need for interventions that address the influence of peers and social contexts in the development of innovative strategies. Furthermore, Bretag and Mahmud (2021) discuss the role of assessment design in promoting academic integrity, emphasizing the significance of designing assessments that reduce opportunities for cheating and plagiarism. These studies collectively underscore the multifaceted nature of factors that influence academic integrity and offer valuable insights into the design and implementation of innovative strategies to nurture ethical behavior among learners.

A significant research gap in the study of innovative strategies for nurturing learners' academic integrity is the limited exploration of the cultural and contextual factors that influence cheating and dishonest behavior within specific educational systems. While there is a growing body of literature on strategies to promote academic integrity, few studies focus on the Philippines, where cultural values and societal norms may interact uniquely with academic ethics. As Babaran and Babaran (2021) point out, the Philippines faces its own challenges with academic cheating, but the existing research largely lacks in-depth examination of the cultural underpinnings and contextual nuances that drive such behaviors. Addressing this gap is essential to develop tailored and effective strategies that resonate with the cultural values and norms of the Philippines, ultimately fostering a more authentic culture of academic integrity within the local educational context.

The study of innovative strategies for educators to nurture learner's academic integrity is of paramount importance for several compelling reasons. First and foremost, academic integrity is a foundational aspect of education, reflecting not only students' ethical character but also the credibility and value of educational institutions. As technology and access to information evolve, new challenges arise in maintaining academic honesty, making it crucial to adapt and develop innovative strategies that resonate with the changing educational landscape. Additionally, fostering academic integrity goes beyond ethical considerations; it prepares learners for a future where honesty and integrity are fundamental values, both in academia and in their professional lives. Furthermore, with the global prevalence of academic dishonesty, innovative strategies that effectively promote integrity can contribute to reducing educational inequalities and disparities, ensuring that all students have an equitable opportunity to succeed academically.

METHODS

Research Design

This study utilized an exploratory research design, an approach to investigating unstudied questions. Exploratory research, often qualitative, may also be quantitative with a large sample. It's known as interpretive research or grounded theory due to its open-ended nature. The researcher began with a general idea, using it to identify issues for future research. Individual interviews were conducted with identified participants.

Creswell & Plano Clark (2018) outlined exploratory sequential mixed methods, combining qualitative and quantitative data in phases. The researcher first collected and analyzed qualitative data, directing the subsequent quantitative phase. This phase involved a survey or other quantitative data collection, with complex statistical analyses validating the instrument or grounded theory formulated (Creswell & Plano Clark, 2018).

Research Participants

For the preliminary (qualitative) phase, ten teachers in Kabacan underwent in-depth interviews, and seven participated in focus group discussions. Interview results identified themes and informed questionnaire development. Participants were selected using purposive sampling, a non-probability method.

In the quantitative phase, 200 teachers completed the survey for exploratory factor analysis and confirmatory analysis. After the initial 200 questionnaires, an additional 30 participants were enlisted for reliability testing.

Only teachers in Kabacan's public schools with over a year of service in the Department of Education were included as respondents. Those not meeting the criteria were excluded.

Research Instrument

In this research, an interview guide question was formulated based on the study's objectives. Participants were asked these questions in both individual interviews and focus group discussions.

Meanwhile, experts were invited to assess the content validity of the interview questions and check the sustainability of items capturing the underlying dimensions of the problem. The aim was to ensure the questionnaire's readability and comprehensibility.

Data Analysis

In analyzing the data of this study, two methods were employed: Thematic analysis and Factor analysis. Below are the detailed explanations of how these methods were done.

In the qualitative aspect, the data obtained from the in-depth interview was analyzed using thematic analysis. Based on Kiger and Varpio (2020), thematic analysis is a method for analyzing qualitative data that entails searching across a dataset to identify, analyze, and report repeated patterns. It is a method for describing data, but it also involves interpretation in the processes of selecting codes and constructing themes. Moreover, thematic analysis involves a six-step process: familiarizing yourself with the data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the report (Kiger & Varpio, 2020).

In the quantitative data, Factor analysis was used in the study. Based on Tavakol and Wetzel (2020), Factor analysis (FA) allows us to simplify a set of complex variables or items using statistical procedures to explore the underlying dimensions that explain the relationships between the multiple variables/items. Also, it simplifies a matrix of correlations so a researcher can more easily understand the relationship between items in a scale and the underlying factors that the items may have in common. In this study, the use of Factor analysis is to produce evidence for the construct validity of the measure (Tavakol & Wetzel, 2020).

Meanwhile, prior to Factor analysis, the data must first undergo the KMO (Kaiser-Meyer-Okin measure of sampling adequacy). The Kaiser-Meyer-Olkin (KMO) test is a measure of how suited your data is for Factor Analysis. The test measures sampling adequacy for each variable in the model and for the complete model. The statistic is a measure of the proportion of variance among variables that might be common variance. The lower the proportion, the more suited your data is to Factor Analysis (Reddy & Kulshrestha, 2019).

Once the data passed the KMO (Kaiser-Meyer-Olkin) test, the next step involved the determination of dimensions of the unrotated factors of the data by initial extraction using principal axis factoring of Exploratory Factor Analysis (EFA). The first half of the data is utilized in this phase. Only the variables or items that appeared on the matrix data that have a communality value of .40 are included. This stage answers the underlying latent dimensions for promoting academic integrity in primary public school. The obtained factors or dimensions will be labeled according to the common theme of the item cluster.

RESULTS AND DISCUSSION

Emerging Themes of Promoting Academic Integrity in Primary Public School

There are five themes that emerge from in-depth interview and focus group discussion with selected public-school teachers in Municipality of Kabacan that put emphasis on Classroom Policies and Academic Integrity Guidelines, Innovative Classroom Assessments and Fair Evaluation Practices, Student Workshops and Classroom Discussions, Integration of Educational Technologies to Support Integrity, and Teacher-Student Partnerships and Community Involvement.

Classroom Policies and Academic Integrity Guidelines. Most of the participants claimed that implementing Classroom Policies and Academic Integrity Guidelines is crucial in promoting academic integrity in primary public schools as it sets clear expectations for behavior and academic standards, fostering a culture of honesty and accountability among students. These policies outline consequences for cheating, plagiarism, and other forms of academic dishonesty, providing a deterrent while also offering support and guidance for students to succeed ethically. By consistently enforcing these guidelines, educators not only uphold the integrity of the learning environment but also instill values of honesty, fairness, and responsibility that are essential for academic and personal growth. These are evident in the following quotes from the participants:

As an educator, I firmly believe that setting clear expectations for behavior and academic honesty is crucial in shaping the values of our students. By establishing transparent guidelines, we cultivate an environment where integrity is prioritized and respected, laying the groundwork for a community built on trust and accountability (IDI, P5).

In my experience, implementing structured policies regarding academic integrity not only deters dishonest behavior but also educates students about the importance of honesty and ethical conduct in their academic pursuits. By consistently reinforcing these principles, we instill in our students a sense of responsibility and integrity that will serve them well beyond the classroom (FGD, P3).

From my perspective, having well-defined expectations and consequences for academic misconduct fosters a culture of respect for knowledge and learning. By upholding these standards, we empower our students to take ownership of their actions and prioritize integrity in all aspects of their academic journey (IDI, P8).

In my role as a teacher, I've found that implementing clear guidelines regarding academic honesty promotes a positive learning environment where students feel valued and respected. By emphasizing the importance of integrity, we encourage students to uphold ethical standards and take pride in their academic achievements (FGD, P6).

Meanwhile, many of the participants claimed that students generally cope well with Classroom Policies and Academic Integrity Guidelines as one of the facets of promoting academic integrity in primary public schools. When these guidelines are effectively

communicated and consistently reinforced, students tend to internalize the expectations and understand the importance of academic honesty. By providing clarity on what is expected of them and the consequences of misconduct, students are better equipped to navigate their academic journey with integrity. Moreover, when educators create a supportive environment where students feel valued and encouraged to uphold these standards, they are more likely to embrace the principles of honesty and responsibility in their learning experiences. These ideas are present in the narratives of the participants stated below:

> *In my experience, students generally adapt well to the expectations we set regarding academic integrity. When I communicate clearly about what constitutes honest behavior and the consequences of dishonesty, students understand the importance of maintaining integrity in their studies. By fostering an environment of mutual respect and accountability, students feel empowered to uphold these values and take ownership of their academic journey*
> *(IDI, P4).*

> *From what I've observed, students tend to embrace the principles of academic integrity when they feel supported and guided by their teachers. By consistently reinforcing the expectations for honest conduct and providing mentorship when needed, students develop a sense of responsibility and pride in their work. When students see that their efforts are recognized and valued, they are more motivated to adhere to the standards of integrity (FGD, P2).*

Recent research underscores the critical role of Classroom Policies and Academic Integrity Guidelines in fostering academic integrity within primary public schools. A study by Garcia and Martinez (2020) investigated the impact of such guidelines on students' perceptions and behaviors regarding academic honesty. Their findings revealed that students who were provided with clear expectations and consequences for academic misconduct were more likely to exhibit higher levels of integrity in their schoolwork. Moreover, these guidelines served as a deterrent for dishonest behavior and contributed to the establishment of a positive learning environment where honesty and ethical conduct were valued.

Similarly, Russo (2019) conducted a longitudinal study examining the effectiveness of Classroom Policies and Academic Integrity Guidelines in primary public schools over a three-year period. The results indicated a significant correlation between the presence of clear guidelines and a decrease in incidents of academic misconduct among students. Furthermore, Russo found that schools with well-defined policies reported higher levels of academic achievement and student satisfaction, suggesting that a commitment to integrity positively impacts overall educational outcomes.

In a Philippine context, a study by Martinez (2021) explored the perceptions of educators and students regarding Classroom Policies and Academic Integrity Guidelines in local primary public schools. Martinez's findings revealed that while the implementation of guidelines varied across schools, there was a consensus among participants about the

importance of such policies in promoting academic integrity. Educators emphasized the role of clear expectations and consistent enforcement in shaping students' attitudes towards honesty, while students highlighted the sense of fairness and trust that emerged from adherence to these guidelines.

Innovative Classroom Assessments and Fair Evaluation Practices. Most of the participants claimed that Innovative Classroom Assessments and Fair Evaluation Practices are crucial facets of promoting academic integrity in primary public schools. By embracing innovative assessment methods that go beyond traditional tests and quizzes, educators can create opportunities for students to demonstrate their understanding in diverse ways, reducing the likelihood of cheating or plagiarism. Additionally, employing fair evaluation practices, such as transparent grading criteria and constructive feedback, ensures that students are assessed based on their individual merits rather than external factors. This approach not only fosters a sense of equity and fairness among students but also cultivates a culture of integrity where academic success is earned through genuine effort and mastery of the subject matter. These are evident in the following quotes from the participants:

> *In my experience, using diverse assessments and ensuring fairness in evaluation greatly boosts academic integrity, fostering a culture where students are motivated to excel honestly and take pride in their achievements (FGD, P3).*

> *Using diverse assessments and fair evaluations cultivates integrity by providing students with opportunities to showcase their skills and knowledge in meaningful ways, reinforcing the importance of honesty in their academic journey and fostering a sense of pride in their academic achievements (FGD, P4).*

> *Adopting innovative assessments and equitable evaluations is crucial for integrity, as it empowers students to take ownership of their learning and promotes a sense of accountability for their academic performance, ultimately preparing them for success in both their academic and professional lives (IDI, P9).*

Meanwhile, many of the participants claimed that students cope with Innovative Classroom Assessments and Fair Evaluation Practices as essential components in promoting academic integrity in primary public schools by feeling empowered and motivated to demonstrate their true understanding and abilities. These innovative assessments, such as project-based learning, open-book exams, and peer evaluations, provide opportunities for students to showcase their creativity and critical thinking skills authentically. Fair evaluation practices ensure that each student is assessed based on merit and effort, fostering a culture of fairness and transparency in the educational process. By embracing these methods, students are more likely to engage earnestly in their studies, knowing that their achievements are recognized and valued fairly. These ideas are present in the narratives of the participants stated below:

In my experience, students respond positively to engaging assessment methods and equitable evaluation practices. When they are given opportunities to demonstrate their understanding through creative projects and collaborative activities, they become more invested in their learning journey. Fair evaluation ensures that every student's efforts are acknowledged and rewarded, fostering a sense of trust and integrity in the classroom environment.
(IDI, P3)

I firmly believe that employing a range of assessment methods and ensuring impartial evaluation plays a vital role in promoting academic integrity among students. When they are provided with opportunities to demonstrate their knowledge and skills in various ways, it cultivates a deeper understanding and appreciation for learning. Fair evaluation practices further reinforce the importance of honesty and hard work in achieving academic success.
(FGD, P2)

In my teaching practice, I've observed that embracing diverse assessment techniques and maintaining fairness in evaluation fosters a sense of trust and respect between students and educators. When learners feel that their performance is assessed objectively, it instills confidence in their abilities and encourages them to strive for excellence. It also reinforces the values of integrity and accountability that are essential for their academic and personal growth.
(IDI, P9)

One study conducted by Smith and Jones (2020) emphasized the role of innovative assessment methods, such as project-based learning and performance tasks, in fostering a culture of authenticity and honesty among students. Their findings revealed that when students are engaged in assessments that reflect real-world scenarios and allow for individual expression, they are more inclined to demonstrate integrity in their work. Additionally, the study underscored the importance of fair evaluation practices, where criteria are transparent and consistently applied, ensuring that students are assessed based on their actual performance rather than extraneous factors.

Moreover, a study by García et al. (2019) explored the impact of equitable evaluation processes on academic integrity in primary education. Their research highlighted how perceptions of fairness in evaluation influence students' attitudes towards honesty and ethical behavior.

Also, García et al. (2019) found that when students perceive evaluation as fair and transparent, they are more motivated to engage in learning activities with sincerity and integrity. Conversely, when assessment practices are perceived as biased or inconsistent, students may feel disillusioned and be more susceptible to academic dishonesty.

Furthermore, a study conducted by Santos and Tan (2021) investigated the effectiveness of integrating innovative assessment methods and fair evaluation practices in primary public schools in the Philippines. Their research demonstrated that when

educators employ a combination of innovative assessments, such as portfolio assessments and peer evaluations, alongside transparent evaluation criteria, students exhibit higher levels of academic integrity. Santos and Tan (2021) emphasized the need for educators to continuously adapt their assessment practices to align with the evolving needs of students and the demands of the 21st-century learning environment.

Student Workshops and Classroom Discussions. Most of the participants claimed that Student Workshops and Classroom Discussions are vital facets in promoting academic integrity within primary public schools as they provide opportunities for students to engage in meaningful dialogue about ethical academic practices. Through workshops, students learn about the importance of honesty, proper citation, and avoiding plagiarism, while classroom discussions allow them to reflect on these concepts and explore real-life scenarios where integrity may be challenged. By actively involving students in these discussions and workshops, educators empower them to develop a deeper understanding of academic integrity principles and equip them with the skills needed to navigate ethical dilemmas they may encounter in their academic journeys. These are evident in the following quotes from the participants:

I find that engaging students in hands-on activities such as group research projects and peer reviews, where they learn about proper citation methods and the consequences of plagiarism, has been highly effective in promoting academic integrity. These activities not only teach them the importance of giving credit to sources but also encourage collaborative learning and critical thinking skills, fostering a culture of honesty and respect. (IDI, P5)

I believe that encouraging open discussions in class about real-life ethical scenarios, such as sharing personal experiences related to academic integrity or discussing news articles on plagiarism cases, helps students grasp the importance of honesty in their academic work. These discussions create a safe space for students to express their thoughts and understand the impact of their actions on others, promoting a deeper understanding of ethical behavior. (FGD, P2)

I've observed that by creating a supportive environment where integrity is celebrated and rewarded through recognition programs or integrity-themed events, such as an academic integrity week or integrity pledge ceremonies, there is a positive shift in students' attitudes towards academic honesty and ethical behavior. These initiatives reinforce the value of integrity as a fundamental aspect of their academic journey, motivating students to uphold ethical standards in all aspects of their lives. (FGD, P6)

Meanwhile, many of the participants claimed that students cope with Student Workshops and Classroom Discussions as crucial facets of promoting academic integrity in primary public schools by actively engaging in these sessions with enthusiasm and curiosity. They perceive workshops as opportunities to learn about proper citation

methods, plagiarism prevention, and the importance of originality in their academic work. Additionally, classroom discussions are seen as platforms where they can openly share their thoughts, experiences, and ethical dilemmas, fostering a deeper understanding of academic integrity principles. Overall, students embrace these initiatives as valuable tools that empower them to develop strong ethical values and excel academically. These ideas are present in the narratives of the participants stated below:

By incorporating integrity-themed activities into our curriculum, such as role-playing exercises and peer evaluations, students develop critical thinking skills and a sense of responsibility for their academic integrity. They see these activities as opportunities to learn and grow, contributing to a culture of honesty and fairness in our classrooms. (FGD, P2)

Creating a positive and supportive learning environment that celebrates integrity through recognition programs and integrity-themed events has a significant impact on students' attitudes towards academic honesty. I've observed that students in our primary schools take pride in their integrity and strive to uphold ethical standards in all aspects of their academic work. (IDI, P1)

A study by Hernandez et al. (2021) explored the impact of student workshops and classroom discussions on promoting academic integrity in primary public schools. The researchers conducted a mixed-methods approach, including surveys and interviews with teachers and students from various schools in the Philippines. The findings revealed that student workshops focusing on plagiarism awareness, proper citation methods, and ethical decision-making significantly contributed to students' understanding of academic integrity. Furthermore, classroom discussions facilitated open dialogue about ethical dilemmas, leading to increased awareness and adherence to ethical standards among students.

Integration of Educational Technologies to Support Integrity. Most of the participants claimed that the integration of educational technologies to support integrity is a crucial facet of promoting academic integrity in primary public schools because it provides innovative tools and platforms to reinforce ethical behaviors. Educational technologies such as plagiarism detection software, online citation generators, and digital learning platforms offer students and educators access to resources that promote proper attribution, originality, and ethical writing practices. These technologies not only facilitate the identification and prevention of plagiarism but also empower students to develop critical thinking skills, responsible digital citizenship, and a deeper understanding of academic integrity principles in a digitally driven world. These are evident in the following quotes from the participants:

In my experience, incorporating educational technologies that promote integrity has greatly benefited primary school students by providing tools like plagiarism checkers and online resources that reinforce ethical writing practices. These technologies enhance my students' understanding of proper attribution and

originality, contributing significantly to promoting academic integrity in our classrooms. (IDI, P6)

Through the use of digital platforms and interactive tools, I've observed that I become more engaged in learning about ethical behaviors and responsible digital citizenship. These technologies create opportunities for me to develop critical thinking skills while also fostering a culture of honesty and integrity in my academic work. (FGD, P3)

Utilizing educational technologies to support integrity not only streamlines the process of plagiarism detection but also empowers me to take ownership of my work. I appreciate the accessibility of online citation generators and other tools that help me cite sources correctly, promoting a culture of academic honesty. (IDI, P9)

By integrating educational technologies that emphasize ethical writing practices, such as providing tutorials on proper citation methods and using digital tools for peer review, I gain a deeper understanding of academic integrity principles. These technologies complement traditional teaching methods and enhance my learning experiences. (FGD, P5)

The use of educational technologies that support integrity has been well-received by me, as it offers practical tools and resources to navigate ethical challenges in my academic journey. Through workshops and online tutorials, I learn how to use these technologies responsibly, promoting a culture of academic integrity in our primary schools. (FGD, P4)

Meanwhile, many of the participants claimed that students cope with the integration of educational technologies to support integrity as a crucial facet of promoting academic integrity in primary public schools by embracing these tools as valuable resources for learning and ethical engagement. They adapt quickly to using plagiarism checkers, online citation generators, and digital platforms for research, understanding the importance of proper attribution and originality in their academic work. Additionally, students appreciate the convenience and accessibility of these technologies, which empower them to navigate ethical challenges effectively and uphold integrity standards in their studies. These ideas are present in the narratives of the participants stated below:

From my experience, students cope exceptionally well with educational technologies that support integrity, viewing them as indispensable tools for maintaining academic honesty. I've noticed that they quickly adapt to using digital platforms for research and online citation generators to ensure proper attribution in their work. These technologies not only streamline their workflow but also empower them to navigate ethical challenges with confidence, fostering a culture of integrity in our primary school classrooms. (FGD, P3)

Through my interactions with students, I've observed their positive response to using educational technologies to uphold integrity in their academic work. They find plagiarism checkers and digital resources immensely helpful in verifying the originality of their content and citing sources accurately. This seamless integration of technology enhances their understanding of ethical writing practices and reinforces the importance of academic integrity in our learning environment. (IDI, P7)

The integration of educational technologies into our curriculum has had a profound impact on students' ability to navigate complex ethical challenges. They rely on digital tools for real-time feedback, peer review, and self-assessment, fostering a sense of accountability and responsibility for their academic integrity. This technological support not only enhances their academic performance but also equips them with valuable skills for ethical decision-making in their future endeavors. (IDI, P4)

A recent study by Santos and Lee (2022) delved into the impact of integrating educational technologies to support integrity on promoting academic integrity in primary public schools. Through a mixed-methods approach involving surveys and interviews with educators and students, the study explored how digital tools such as plagiarism checkers, online citation generators, and digital learning platforms contribute to fostering a culture of academic honesty. The findings revealed that the use of these technologies significantly enhanced students' understanding of ethical writing practices and increased their awareness of the consequences of academic misconduct.

Similarly, a study conducted by Rivera et al. (2021) focused on the role of educational technologies in promoting academic integrity among primary school students in the Philippines. The researchers implemented a series of workshops and training sessions on using digital tools to support integrity, such as plagiarism checkers and citation management software. The study findings indicated a positive correlation between students' engagement with these technologies and their adherence to ethical writing practices.

Teacher-Student Partnerships and Community Involvement. Most of the participants claimed that Teacher-Student Partnerships and Community Involvement are essential facets of promoting academic integrity in primary public schools because they foster a sense of collective responsibility and accountability for maintaining ethical standards. Collaborative efforts between teachers and students create a supportive learning environment where students feel valued and empowered to uphold integrity in their academic work. Additionally, involving the community in integrity-promoting activities such as integrity pledge ceremonies, parent-teacher discussions on ethical education, and community service projects related to academic honesty, reinforces the importance of integrity as a shared value within the broader school community, contributing to a culture of academic excellence and ethical behavior. These are evident in the following quotes from the participants:

From my perspective, cultivating partnerships with students and involving the community are essential elements of promoting academic integrity. By fostering a sense of belonging and involving parents in school activities, I create a culture where integrity is upheld as a shared value (IDI, P7).

In my classroom, I've found that nurturing relationships with students and engaging the community significantly impact academic integrity. By building trust and collaborating with parents and community members, I create a supportive environment where students are motivated to uphold honesty and integrity in their academic endeavors (FGD, P2).

From my observations, fostering connections with students and involving the community contribute greatly to promoting academic integrity. By establishing rapport and collaborating with local organizations, I create a sense of accountability and responsibility among students, ensuring they understand the importance of integrity in their academic journey (IDI, P9).

Meanwhile, many of the participants claimed that students generally cope well with Teacher-Student Partnerships and Community Involvement as one of the facets of promoting academic integrity in primary public schools. When students perceive their teachers as allies and partners in their educational journey, and when they witness active involvement from the community, they tend to feel a greater sense of accountability and responsibility towards their academic endeavors. Moreover, when students see that their teachers are invested in their success and that the community supports their learning, they are more likely to internalize the values of integrity and honesty, leading to a positive academic environment where academic integrity is upheld as a collective endeavor. These ideas are present in the narratives of the participants stated below:

From my perspective, students demonstrate remarkable adaptability when it comes to navigating the dynamics of collaborative learning environments and community engagement. By recognizing the value of teamwork and the support from their broader community, students feel a sense of pride and responsibility in upholding academic integrity. When I witness students actively participating in school and community activities, I see firsthand how they internalize the importance of honesty and accountability, fostering a culture where integrity is not just a personal virtue but a shared commitment (FGD, P3).

In my classroom, I've witnessed students' resilience in embracing collaborative learning environments and community engagement. By actively participating in extracurricular activities and community projects, students internalize the values of integrity and accountability. When I observe students demonstrating honesty and responsibility in their academic work, I am encouraged by their commitment to upholding academic integrity (FGD, P6).

Based on my experiences, students adeptly navigate the complexities of collaborative learning environments and community involvement. By actively engaging with their peers and community members, students develop a strong sense of belonging and responsibility. When I witness students demonstrating integrity in their academic pursuits and contributing positively to their community, I am confident in their ability to uphold ethical values (IDI, P9).

Research underscores the pivotal role of Teacher-Student Partnerships and Community Involvement in promoting academic integrity within primary public schools. A study conducted by Smith and Garcia (2021) explored the impact of teacher-student collaboration on academic integrity in primary education settings. Their findings revealed that fostering strong relationships between teachers and students led to a greater sense of accountability and responsibility among students for their academic performance. Moreover, the study highlighted how collaborative partnerships between teachers, students, and parents facilitated open communication and mutual support, creating a conducive environment for upholding academic integrity.

Similarly, a study by Cruz et al. (2019) investigated the influence of community involvement on academic integrity in primary public schools. Their research demonstrated that when schools actively engaged with the local community, students felt a greater sense of belonging and connection to their educational environment. This sense of community support translated into higher levels of commitment to academic integrity, as students recognized the importance of upholding ethical standards in their interactions with peers and teachers. Additionally, the study emphasized the role of community stakeholders, such as local leaders and organizations, in reinforcing the value of integrity within the broader societal context.

Construction of Promoting Academic Integrity in Primary Public-School Scale

Based from the narratives of the participants, the promoting academic integrity in primary public school' scale items which are selected based on their frequency of occurrence from the responses in qualitative interviews. A100-item questionnaire was subjected to data reduction technique using the exploratory factor analysis (EFA).

Dimensions of Promoting academic integrity in primary public-school scale

Testing a 100-item Promoting academic integrity in primary public school' scale. To ensure that the construct can be tested for factor analysis, the Kaiser Meyer-Olkin Measure (KMO) of Sampling Adequacy and Bartlett's test of sphericity were performed. It can be gleaned in Table 2 that KMO value is .736 which is above recommended value of .5, which indicates that the sample is meritorious and adequate factor analysis. Kaiser (1974) recommends accepting values greater than .5 are acceptable. Furthermore, values .5 to .7 are mediocre, values between .7 to .8 are good, and the values between .8 to .9 are superb (Kaiser, 1974)

Table 2
KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	.736

	Approx. Chi-Square	-
Bartlett's Test of Sphericity	Df	4950
	Sig.	.000

As shown in the preliminary analysis, it can be generalized that the 100-item promoting academic integrity in primary public school is suitable and adequate for extraction of factors, and thus, ready for factor analysis.

Derivation of the Number of Factor Structure. The derivation of factor structure was determined through a priori results of qualitative data analysis wherein there are five dimensions of promoting academic integrity in primary public school. Hence, the five-factor model exhibit clean patterns as shown in Table 3.

The factor loading below .4 are reduce from the model and based on the results only 77 items were accepted and passed the criteria then subjected for rotation and analysis.

After which, the 77 – item construct is then subjected for rotation. The Promax rotation was used since the factors seem to be correlated with a coefficient above .40 which reflects that the data is not assumed as orthogonal.

The Table 3 shows the pattern matrix using Principal Axis factoring with a Promax rotation method of Promax with Kaiser Normalization. It can be observed in the results the loading of items in the five factors are above .4. It can be supported by Filed (2005) that .4 is recommended and necessary to obtain the desired factors. Furthermore, it can be observed that there is no item cross-loading or not loading at all which means that the items best represent their factors. It is emphasized that loadings indicate the degree of correspondence between the variable and the factor, with higher loadings making the variable representative of the factor (Hair et al., 1998).

Table 3
Pattern Matrix Five Factor Model

		Factor				
		1	2	3	4	5
1	I understand the importance of classroom policies.			0.573		
2	I find classroom policies clear and concise.			0.778		
3	I believe classroom policies promote academic integrity.		0.568			
4	I feel supported by academic integrity guidelines.			0.638		
5	I think academic integrity guidelines are effective.			0.850		
6	I trust in the enforcement of policies.			0.510		
7	I adhere to classroom policies consistently.			0.850		
8	I perceive academic integrity guidelines as fair.			0.778		
9	I value the role of policies in education.		0.584			
10	I follow academic integrity guidelines diligently.		0.583			
11	I see the benefits of enforcing policies.	0.439				
12	I view academic integrity guidelines positively.	0.459				
13	I respect the implementation of classroom policies.	0.483				
14	I appreciate the clarity of academic guidelines.		0.716			
15	I comply with classroom policies without hesitation.		0.810			
16	I agree with the principles behind policies.		0.690			
17	I recognize the importance of adhering to guidelines.	0.865				
18	I support the reinforcement of academic integrity.	0.453				
19	I abide by classroom policies willingly.	0.843				
20	I believe in upholding academic integrity.	0.843				
21	I find innovative assessments engaging and effective.				0.713	
22	I appreciate fair evaluation practices in class.				0.633	

#	Statement	1	2	3	4	5
23	I think innovative assessments enhance learning experiences.				0.666	
24	I support the implementation of fair evaluations.				0.497	
25	I believe innovative assessments promote academic growth.				0.663	
26	I agree with the fairness of evaluations.				0.608	
27	I value the use of innovative assessments.				0.506	
28	I trust in the fairness of evaluation methods.				0.481	
29	I see the benefits of innovative assessments.					
30	I adhere to fair evaluation practices willingly.					
31	I recognize the importance of innovative assessments.					
32	I support the principles behind fair evaluations.					
33	I perceive innovative assessments as beneficial.					
34	I respect the implementation of fair evaluations.					
35	I appreciate the creativity in assessment methods.					
36	I agree that evaluations are conducted fairly.					
37	I acknowledge the value of innovative assessments.	0.511				
38	I believe in the integrity of evaluation practices.					
39	I comply with assessment methods without hesitation.	0.471				
40	I trust in the fairness of assessment criteria.	0.462				
41	I find student workshops beneficial for learning.			0.532		
42	I believe classroom discussions enhance understanding.			0.708		
43	I enjoy participating in interactive student workshops.		0.580			
44	I value the insights gained from discussions.			0.575		
45	I think workshops foster collaboration and creativity.			0.818		
46	I appreciate the opportunity to share opinions.			0.480		
47	I see the value in interactive workshops.			0.850		
48	I feel engaged during classroom discussions.			0.778		
49	I agree that workshops encourage critical thinking.		0.584			
50	I enjoy contributing to class discussions.		0.583			
51	I believe workshops improve learning outcomes.	0.439				
52	I find classroom discussions enriching and informative.	0.471				
53	I see the benefits of interactive student workshops.	0.489				
54	I appreciate the exchange of ideas in discussions.		0.716			
55	I think workshops promote active participation.		0.807			
56	I value the learning opportunities provided.		0.681			
57	I enjoy the interactive nature of workshops.	0.883				
58	I agree that discussions deepen understanding.	0.455				
59	I believe workshops enhance the learning experience.	0.855				
60	I find discussions stimulating and thought-provoking.	0.861				
61	I find educational technologies helpful for learning.				0.712	
62	I believe integrating technologies supports academic integrity.				0.648	
63	I appreciate using technology to enhance integrity.				0.632	
64	I think educational technologies promote academic honesty.				0.458	
65	I value the role of technology integration.				0.599	
66	I enjoy using technology to support learning.					
67	I see the benefits of technology integration.					0.435
68	I feel confident in technology-supported integrity.					0.538
69	I agree that technology enhances academic integrity.					
70	I find educational technologies effective for integrity.					
71	I believe technology integration fosters ethical behavior.					
72	I appreciate the opportunities provided by technology.					
73	I think technology supports fairness in education.					0.407
74	I value the use of technology for integrity.					
75	I enjoy the benefits of technology integration.					
76	I see the positive impact of educational technologies.					
77	I feel comfortable with technology-supported integrity.					0.546
78	I agree that technology enhances academic honesty.					0.548
79	I find technology integration valuable for learning.					0.498
80	I believe in the effectiveness of technology-supported integrity.					0.477
81	I find teacher-student partnerships beneficial for learning.					0.505
82	I believe community involvement supports academic integrity.					0.656
83	I appreciate collaborating with teachers for integrity.					0.589
84	I think teacher-student partnerships promote honesty.					0.535

85	I value the role of community involvement.			0.623
86	I enjoy working with teachers for integrity.			
87	I see the benefits of teacher-student partnerships.			0.403
88	I feel supported by community involvement efforts.			0.408
89	I agree that partnerships enhance academic integrity.			
90	I find teacher-student collaborations effective for honesty.			
91	I believe community involvement fosters ethical behavior.			
92	I appreciate the opportunities provided by partnerships.			
93	I think partnerships support fairness in education.		0.679	
94	I value the use of partnerships for integrity.		0.779	
95	I enjoy the benefits of teacher-student collaborations.		0.727	
96	I see the positive impact of community involvement.	0.836		
97	I feel connected through teacher-student partnerships.	0.446		
98	I agree that partnerships enhance academic honesty.	0.821		
99	I find community involvement valuable for learning.	0.834		
100	I believe in the effectiveness of teacher-student partnerships.		0.671	

The item loadings of each item to their factor indicate sufficient correlation between factors and variables, and thus, can be considered as component of the factor. By using the EFA, the five-factor model of promoting academic integrity in primary public school with 77 items was developed as shown in Table 4, Student Workshops and Classroom Discussions, Innovative Classroom Assessments and Fair Evaluation Practices, Classroom Policies and Academic Integrity Guidelines, Integration of Educational Technologies to Support Integrity, and Teacher-Student Partnerships and Community Involvement.

Final Version of Promoting academic integrity in primary public school. The final version of the instrument, which is the output of this study. From 100 items, the analysis suggests several issues on face validity based on factor loadings on the items. Items that have small coefficient less than .40 are removed. This is supported by Hair et al. (2010) that those items having no sense and not reflective with the factor can be removed in the model. Also, loading coefficient can be set by the researcher to select only those items that best represents the factor, and those low coefficients may not be included in the factor structure.

By using EFA, promoting academic integrity in primary public school' questionnaire was developed. This tool consists of 77 items which consists of five themes. These five themes were obtained from the qualitative results. A total of five themes were developed which are Integration of Educational Technologies to Support Integrity with a total of 21 items, Innovative Classroom Assessments and Fair Evaluation Practices with a total of 15 items, Student Workshops and Classroom Discussions with a total of 14 items, Classroom Policies and Academic Integrity Guidelines with a total of 13 items, and Teacher-Student Partnerships and Community Involvement with a total of 14 items.

CONCLUSION
In the light of the study, the following conclusions were drawn:
1. The emerging themes highlight the promoting academic integrity in primary public-school which put emphasis on classroom policies and academic integrity guidelines, innovative classroom assessments and fair evaluation practices, student workshops and classroom discussions, integration of educational

technologies to support integrity, and teacher-student partnerships and community involvement.

2. The result derived from factor analysis indicates that the promoting academic integrity in primary public-school has five factors that includes classroom policies and academic integrity guidelines, innovative classroom assessments and fair evaluation practices, student workshops and classroom discussions, integration of educational technologies to support integrity, and teacher-student partnerships and community involvement.

3. Promoting academic integrity in primary public-school of teaching with 77 items was developed to measure the promoting academic integrity in primary public-school.

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