THE SIGNIFICANCE OF ACADEMIC INTEGRITY IN SCHOOLS

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Teachers are considered as second parents in schools. We are respected by our students the same way with how they do it to their biological parents. In every classroom session, we deliver pieces of advice as well as information that are easily believed by them. Since we are government personnel whose values and behavior are founded on the Code of Ethics and Professional Conduct, our lifetime responsibility is to practice academic integrity.

Academic integrity is a term coined by the late Donald L. McCabe, a university professor and the founding father of research on academic integrity. This comprises of values in avoidance of cheating and plagiarism, conservation of academic standards, and accuracy in research and academic publishing.

In practicing the value of academic integrity, an educator must be one good role model in displaying honesty and responsibility. We should keep following academic principles and standards in a consistent manner owing to the fact that our students often idolize us with our behavior and gestures. Because most of their time is spent on schools, there is a huge opportunity to expose students to constantly practicing academic integrity and later winning the sense of fulfillment in its practice.

Putting academic integrity into practice in creating assignments and researches helps students in exerting efforts to obtain higher grades in an honest way while achieving learning goals. As early as elementary, pupils should be trained on academic policies and procedures so that the fear of cheating and plagiarizing information from various sources will be instilled in them.
Various educational institutions most especially those on the tertiary level have moved toward a comprehensive approach to stirring academic integrity and taking a more active role in making students aware of the consequences for academic dishonesty. In fact, many education authorities strengthen the instruction of certain learning areas that promote moral values to school children.

Teachers should not allow future of our learners to become at stake just because our society is now more exposed to immoralities. Let us prove ourselves as second parents to the so-called ‘hopes of the fatherland.’

References:


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