Students' Appreciation of the Learning Management System's Academic Test Integrity and Prevention of Cheating and Plagiarism

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Abstract- The main objective of this study was to identify the level of appreciation of the Learning Management System test integrity and the instructor's extent of prevention as observed by the participants to avoid cheating and plagiarism. In line with this, the study pursued to determine the significant correlation between the level of appreciation of the Learning Management System test integrity and instructors' extent of prevention done as observed by the participants to avoid cheating and plagiarism. This study utilized a quantitative research design and collected data through online generated survey questionnaires for the data analysis. The results revealed that the participants' level of appreciation of the LMS in terms of teaching methods and strategies and designing assessments that promote academic integrity are both moderately extensive. Moreover, the instructors' extent of prevention in terms of disseminating information and making help available to students is moderately extensive. Furthermore, the study showed that the level of appreciation of the Learning Management System test integrity does significantly correlate with the instructors' extent of prevention as observed by the participants to avoid cheating and plagiarism which suggest that by having various teaching methods and strategies, designing a valid, reliable assessments as well as providing students with various resources and knowledge they need in the LMS, then cheating and plagiarism will diminished, thus promote academic integrity in the said platform.

Index Terms- Academic integrity, cheating, freshmen, Learning Management System (LMS), plagiarism

I. INTRODUCTION

Throughout the past few years, there appears to have been a significant increase in the use of advanced technologies at the university level, particularly with the COVID-19 pandemic, wherein technology has taken over the world. The said pandemic forced university schools to close their campuses and move didactic instruction online (Zheng, 2021). With that, both teachers and students need to adapt to the new learning set-up such as having synchronous and asynchronous online classes in order to continue the learning and teaching process.

Due to the current situation, Learning Management System (LMS) has become the dominant platform for learning administration at the university including schooling announcements, lecture deliveries, exam revision, report submission, online assignments, and course registration. Lonn and Teasley (2019) define Learning Management Systems as web-based systems that enable teachers and students to share materials, submit and return assignments, and communicate online. LMS devices create relationships between teachers and students on a reciprocal basis and may involve two directions of participation. Furthermore, in social constructionist pedagogy, LMS will help educators to connect with students individually, understand their learning needs also conduct discussions and other learning activities, in order to lead students to achieve their learning objectives (Lonn & Teasley, 2019).

Ndegeya (2019) stated that Moodle is the most common learning management system in the world. Of 78% of organizations who reported using LMS, 33% of them had a requirement to replace and upgrade to the new version of technology (Akbar et al., 2019; Nguyen, 2019, 2020; Nguyen & Tran, 2015).

However, LMS leaves the biggest problems that affect online learning. The development and widespread of such systems, programs, and the Internet that use by students in all education levels have become the main reason that leads to a misuse of learning management systems such as cheating and plagiarism in student homework and school duties in their academic stages (Sabonchi et. al., 2017).

Typically, higher education institutions care about honest, responsible, and trustful conduct in academic and research activity and produce a relevant academic integrity policy as part of their core set of university policies. Tauginienė et al. (2018) opined that academic integrity is compliance with ethical and professional principles, standards,

practices, and a consistent system of values, that serves as guidance for making decisions and taking actions in education, research, and scholarship. An academic integrity policy usually specifies the university's ethical principles and values, forms of appropriate academic behavior, penalties for malpractice, and procedures for handling violations.

Academic integrity is understood as the commitment to six fundamental values: honesty, trust, fairness, respect, responsibility, and courage. In this vein, academic misconduct constitutes participation in acts by which a person gains or attempts to gain an unfair academic advantage. Academic misconduct, therefore, comprises incidents of cheating, fabrication, falsification, improper collaboration, multiple submissions, plagiarism, and helping another person to obtain an unfair academic advantage (MacEwan University Academic Integrity Policy, 2019).

Hence, Caraga State University recognizes the necessity to articulate and enforce standards of behavior within the campus. As stated from the university's Code of Conduct, any form of dishonesty perpetrated under any circumstances of an academic exercise such as dishonest behavior during examinations or tests, plagiarism, fabrication or submission of falsified data, information, citation, source/s, or results in an academic exercise and many more which may then result in appropriate sanctions, including that student's expulsion from the University.

Taking into account that academic integrity issue is one of the significant problems encountered by freshmen students in these times, the researchers intended to determine the students' level of appreciation of the Learning Management System test integrity in terms of teaching methods and strategies and designing assessments that promote academic integrity, and instructors' extent of prevention done as observed by the students to avoid cheating and plagiarism.

In addition, the study also aimed to develop interventions and preventive strategies that address the academic integrity issues of the students. Thus, the development of intervention material to address the issue was output of this study.

II. METHODS

The research design, research locale, participants, sampling design, instrumentation, validity and reliability of the instrument, data gathering procedure, scoring and quantification of data and statistical treatment of data are presented below.

2.1 Research Design

This study utilized a quantitative research design. It focused on gathering numerical data about the level of appreciation of the Learning Management System test integrity and the instructors' extent of prevention done as observed by the participants to avoid cheating and plagiarism and generalizing it across people to explain a particular phenomenon. This method emphasizes objective measurements and the statistical, mathematical, or numerical data collected through polls, questionnaires, and surveys (Babbie, 2010).

For this study, the researchers utilized the descriptive correlational method. It is descriptive since it describes the level of appreciation of the Learning Management System test integrity and correlates it with the instructors' extent of prevention done as observed by the participants to avoid cheating and plagiarism.

2.2 Research Locale

The locale of the study was conducted in the College of Education, Caraga State University, Butuan City, Agusan del Norte, Caraga Region. The programs included were the Bachelor of Elementary Education (BEEd), Bachelor of Secondary Education Major in Science (BSEd-Science) and Bachelor of Secondary Major in Mathematics (BSEd- Math).

The Caraga State University is strategically located along the Phil-Japan Friendship Highway, which traverses Butuan City, Surigao City, Bayugan City, Cabadbaran City, Agusan del Norte provinces, Agusan del Sur, Surigao del Norte, and Surigao del Sur, northeast of Mindanao, south of the Philippines. The Metropolitan Manila, the Philippines' business, political and industrial capital, is just one hour and twenty-five-minute ride via plane to the City of Butuan.

The Butuan City Campus is nestled in a 232-hectare area, thirty-two (32) hectares allocated for academic buildings and support facilities, including a Gymnasium, while the remaining two hundred (200) hectares of land are for production, research, and extension projects of the University.

2.3 Participants of the Study

The participants of the study involved freshmen students from Bachelor of Elementary and Bachelor of Secondary Major in Science program currently enrolled in the second semester of the academic year 2022 to 2023 at CSU. The study used simple random sampling, which included 50% of 107 BEEd; 50% of 125 BSEd-Science; and 50% of 104 BSEd- Mathematics freshmen students as the participants of the study. These students were qualifiers of the CSU Scholarship and Admission Test (CSAT) and they undergone series of tests before being accepted in the program.

2.4 Sampling Design

The study used a probability sampling specifically simple random sampling where the researchers select a smaller group from a larger group of the total number of the population. The number of participants in the study is 30% of the total population of all levels of the BEEd and BSEd-Science students.

The researchers listed down the names of the possible participants, wrote them on a piece of paper, and collected the data that was needed to this study.

2.5 Research Instrument

The study used probability sampling specifically simple random sampling, in determining the actual participants of the study. Fifty percent of the participants were from BEEd, another 50% were from BSEd-Science and 50% were from BSEd-Mathematics freshmen students in Caraga State University with the total of 100%.

Roscoe's (1975) exemplified by the Research Gaps (2023) states that the set of guidelines for determining sample size has been a common choice in the last several decades. Roscoe suggested that a sample size greater than 30 and less than 500 is suitable for most behavioral studies, while a sample size larger than 500 may lead to a Type II error.

The researchers listed down the names of the possible participants and wrote them on a piece of paper, and then placed them on the bowl. The researchers then picked the names from the bowl for the identification of the final participants.

2.6   Research Instrument

The study used a researcher-made questionnaire. There were 3 sections in the questionnaire. First is about the profile of the participants in terms of program or specification and sex. The second section deals with the level of appreciation of Learning Management System in terms of teaching methods and strategies and designing assessments that promote academic integrity. Third and last section focused on the instructors' extent of prevention done in terms of disseminating information about integrity as well as making help available among students.

The instrument used a 5-point Likert scale as the responses of each item which correspond to Strongly Disagree, Disagree, Neutral, Agree and Strongly Disagree. Every Strongly Disagree indicates 1 point, while Disagree indicates 2 points, Neutral corresponds to 3 points, while Agree corresponds to 4 points, and lastly Strongly Agree that is in equal to 5 points.

A researcher-made instrument was validated by the three experts. The first expert would be the thesis adviser who examined the validity of the instrument made. The second and third are faculty members of the College of Education of Caraga State University who still assessed the validity of the questionnaire.

For testing the reliability of the questionnaire, the instrument tried out to fifty (50) freshmen students from Bachelor in Secondary Education (BSEd-English) - Major in English in the College of Education, CSU. The responses of the participants gathered in the try-out test were statistically treated through Cronbach's Alpha reliability test. It earned 0.933 value which means that the test is reliable.

2.7 Data Gathering Procedure

The researchers had sent two (2) separate letters addressed to the Dean of College of Education through the BSEd chairperson and BEEd Chairperson to ask permission to allow the researchers conduct a tryout-test and survey. The researchers gathered the data through a survey with an attached consent. It is assured that the conductors of the study-maintained confidentiality of participants' data.

2.8 Scoring and Quantification of Data

The answers of the participants on the level of appreciation of the learning management system test integrity and the instructors' extent of prevention to avoid cheating and plagiarism were analyzed and interpreted with the use of the following scale of statistical mean, range, value, and its descriptive equivalent.

The responses, scale, range, and interpretation assigned for each item on the level of appreciation of the learning management system test integrity are shown below:

Level of Appreciation of the Learning Management System Test Integrity

Responses	Scale	Range	Interpretation
Strongly Agree	5	4.50-5.00	The level of appreciation is very extensive
Agree	4	3.50-4.49	The level of appreciation is moderately extensive
Neutral	3	2.50-3.49	The level of appreciation is fair
Disagree	2	1.50-2.49	The level of appreciation is limited
Strongly Disagree	1	1.00-1.49	The level of appreciation is very limited

The responses, scales, ranges, and interpretations assigned for each item on the instructors' extent of prevention to avoid cheating and plagiarism are shown below:

Instructors' Extent of Prevention to avoid Cheating and Plagiarism

Responses	Scale	Range	Interpretation
Strongly Agree	5	4.50-5.00	The level of appreciation is very extensive
Agree	4	3.50-4.49	The level of appreciation is moderately extensive
Neutral	3	2.50-3.49	The level of appreciation is fair
Disagree	2	1.50-2.49	The level of appreciation is

			limited
Strongly Disagree	1	1.00-1.49	The level of appreciation is very limited

2.9 Statistical Treatment

The following statistical tools were used to treat the data gathered:

Frequency Counts and Percentages. This was used in describing the participant's profile of program and sex.

Weighted Mean. This was utilized to assess the level of appreciation of the Learning Management System test integrity and the instructor's extent of prevention done as observed by the participants to avoid cheating and plagiarism.

Pearson Product-Moment Correlation. This was applied to determine whether or not there is a significant relationship between the level of appreciation of the Learning Management System Test Integrity and the instructor's extent of prevention done as observed by the participants to avoid cheating and plagiarism.

III.   FINDINGS

This chapter discusses the findings of research results and their implications. Consequently, similar literatures were added to demonstrate the strong stand of the claim derived from the findings.

Problem 1. Participant's Profile in terms of Program, and Sex

It can be gleaned from the table that 22.49% are the male participants that have 38 frequencies. While 77.51% is the female participants having 131 frequencies. This revealed that majority of the participants are female.

Table 1: Profile of the participants in terms of program, and sex

Variables	Frequency	Percentage
Male	38	22.49
Female	131	77.51
BSEd Math	52	30.77
BSEd Science	63	37.28
BEEd	54	31.95

On the other hand, the table also reveals that 30.77% with a frequency of 52 of the participants are from Bachelor of Secondary Education major in Mathematics. 37.28% having a frequency of 63 are from Bachelor of Secondary Education major in science and 31.95% having a frequency of 54 belong to Bachelor of Elementary Education. This indicates that in generality the Bachelor of Secondary Education major in science has the highest frequency and percentage.

Problem 2. Level of appreciation of the Learning Management System Test Integrity in terms of:

2.1 teaching methods and strategies that promote academic integrity: and

2.2 designing assessments that promote academic integrity

Table 2 presents the level of appreciation of the Learning Management System test integrity in terms of teaching methods and strategies that promote academic integrity.

As presented in the table, indicator number one (1) which states that the instructor conducts online discussions or uploaded lecture-videos in the LMS garnered the highest mean of 4.46. This implies that the level of appreciation of the learning management system test integrity is moderately extensive. On the other hand, the indicator number six (6) which indicates the instructor uses higher order thinking questions accumulated the lowest mean, when compared to the other indicators, of 4.18 which means the participants also agree in this matter. The overall weighted mean is 4.33 or Agree which the level of appreciation is described as moderately extensive.

Table 2: *Level of Appreciation of the Learning Management System Test Integrity in terms of Teaching Methods and Strategies the Promote Academic Integrity*

Indicator		Level of Appreciation		Interpretation
		Mean	**Description**	
1	My instructor conducts online discussions or uploaded lecture-videos in the LMS.	4.46	Agree	The level of appreciation is moderately extensive
2	My instructor utilizes apps in designing instructional materials such as canva, power-point and etc.	4.29	Agree	The level of appreciation is moderately extensive
3	My instructor provides supplementary materials of the topics in the LMS.	4.42	Agree	The level of appreciation is moderately extensive
4	My instructor sets individual or small group-work activities.	4.35	Agree	The level of appreciation is moderately extensive

	Indicator	Mean	Description	Interpretation
5	My instructor designs assessments that maximize learning.	4.28	Agree	The level of appreciation is moderately extensive
6	My instructor uses higher order thinking questions.	4.18	Agree	The level of appreciation is moderately extensive
	Overall Weighted Mean	**4.33**	**Agree**	**The level of appreciation is moderately extensive**

Range of means: 1.00-1.49 Strongly Disagree; 1.50-2.49 Disagree; 2.50-3.49 Neutral; 3.50-4.49 Agree; 4.50-5.00 Strongly Agree

The results corroborate that the participants predominantly agree on the appreciation of the learning management system test integrity in terms of teaching methods and strategies that promote academic integrity. Studies have found lower rates of cheating in online settings as compared to in-person (Norris, 2021). Furthermore, it shows that by having online discussions or uploading lecture videos in the LMS implemented by the instructor, the students disciplined themselves to be academically integrated.

Uploading lecture videos in the Learning management system can help promote academic integrity by providing students with a visual representation of the material that can be accessed at any time. VariQuest Visual and Kinesthetic Learning Suite (2021) supports that, visual presentation helps learners keep their learning for a long period, and that prevents them from cheating. Moreover, it helps ensure that students can review the material and understand it more thoroughly, which can help them better apply the material to their assignments and exams.

Table 3 shows the level of Learning Management System test integrity in terms of designing assessments that promote academic integrity.

Table 3: *Level of Appreciation of the Learning Management System Test Integrity in terms of Designing assessments that promote academic integrity*

Indicator	Level of Appreciation		Interpretation
	Mean	Description	
1 The test jives with the objectives.	4.11	Agree	The level of appreciation is moderately extensive
2 The test contains clearly worded	4.29	Agree	The level of appreciation is

		Mean	Description	Interpretation
	questions and instructions.			moderately extensive
3	The items in the test are randomized to prevent cheating.	4.21	Agree	The level of appreciation is moderately extensive
4	The instructor uses rubrics or detailed grading criteria for every tasks/ activity.	4.38	Agree	The level of appreciation is moderately extensive
5	The instructor requires forced completion on exams so students cannot re-enter.	4.05	Agree	The level of appreciation is moderately extensive
6	High stake assessments are given much time for completion.	4.14	Agree	The level of appreciation is moderately extensive
	Overall Weighted Mean	**4.20**	**Agree**	**The level of appreciation is moderately extensive**

Range of means: 1.00-1.49 Strongly Disagree; 1.50-2.49 Disagree; 2.50-3.49 Neutral; 3.50-4.49 Agree; 4.50-5.00 Strongly Agree

As shown in the table, indicator number four (4) which states that instructor uses rubrics or detailed grading criteria for every tasks/ activity garnered the highest mean of 4.38. This implies that the level of appreciation of the learning management system test integrity in terms of designing assessment that promotes academic integrity is moderately extensive. On the other hand, indicator five (5) which indicates that the instructor requires forced completion on exams so students cannot re-enter accumulated the lowest mean, when compared to the other indicators, of 4.05 which means the participants also agree with this matter. The overall weighted mean is 4.20 or agree which the level of appreciation is described as moderately extensive.

The findings corroborate that the participants predominantly agree in designing assessments that promote academic integrity. Furthermore, it shows that making rubrics or detailed grading criteria can help promote academic integrity by providing students with a clear understanding of what is expected of them and how their work will be

evaluated. This can help ensure that students are not being graded unfairly or on arbitrary criteria. Additionally, it can help reduce the potential for cheating by making it easier for instructors to identify plagiarism or other forms of academic dishonesty.

According to Florida Atlantic University (2023), when students feel that learning has value, cheating significantly declines. On the other hand, when they believe that a subject is unimportant or insignificant, students are more likely to cheat. In lieu of that, instructors take advantage of the rubrics, Quick Marks, and commenting tools to expand students' awareness of academic integrity and streamline grading (Cypher Learning,2022).

As supported by the Center for Teaching Innovation (2023), the teacher uses rubrics for the students to become aware of their learning process and progress. Hence, it benefits the students to promote an authentic outcome or performance. And if they practice authenticity then cheating will diminish. The authentic assessment provides possibilities to mitigate academic dishonesty (Australian National University, 2020).

Problem 3. Instructor's Extent of prevention done as observed by the participants to avoid cheating and plagiarism in terms of:
      3.1 disseminating information about academic integrity; and
      3.2 making help available among students

Table 4 shows the instructor's extent of prevention done as observed by the participants to avoid cheating and plagiarism in terms of disseminating information about academic integrity.

Table 4: *Instructor's Extent of prevention done as observed by the participants to avoid cheating and plagiarism in terms of disseminating information about academic integrity*

Indicator	Level of Appreciation		Interpretation
	Mean	**Description**	
1 Academic integrity and plagiarism are the topics included at student orientation programs and events.	4.32	Agree	The extent of prevention is moderately extensive
2 Academic integrity and plagiarism within the online learning environment is discussed early	4.32	Agree	The extent of prevention is moderately extensive
	in the course.		
3 My instructor provides clear guidelines about all forms of academic dishonesty and plagiarism within our syllabus.	4.37	Agree	The extent of prevention is moderately extensive
4 My instructor sets up rules and policy against academic dishonesty and plagiarism.	4.37	Agree	The extent of prevention is moderately extensive
5 My instructor encourages us to submit original works.	4.66	Strongly Agree	The extent of prevention is moderately extensive
Overall Weighted Mean	4.41	Agree	The extent of prevention is moderately extensive

Range of means: 1.00-1.49 Strongly Disagree; 1.50-2.49 Disagree; 2.50-3.49 Neutral; 3.50-4.49 Agree; 4.50-5.00 Strongly Agree

As shown in the table, indicator number five (5) which states that, the instructor encourages students to submit original works garnered the highest mean of 4.66, which means. This implies that the instructor's extent of prevention done is moderately extensive

On the other hand, indicator numbers one (1) and two (2) which indicate that academic integrity and plagiarism are the topics included in students' orientation programs and events and academic integrity and plagiarism within the online learning environment are discussed early in the course are both accumulated the lowest mean, when compared to the other indicators, of 4.32 which means the participants also agree in this matter. The overall weighted mean is 4.41 or agree which the extent of prevention is described as moderately extensive.

The data gathered in this study corroborate that the participants predominantly agree with disseminating information about academic integrity. Furthermore, it shows that disseminating information to students can promote academic integrity by providing them with the resources and knowledge they need to understand the material and apply it correctly. This can include providing students with clear instructions and expectations for assignments and exams, as well as providing them with resources such as study guides

and practice tests. Additionally, providing students with access to instructors and other resources can help ensure that they are able to get the help they need to succeed.

Hence, encouraging words and actions are often internalized by students and have the power to motivate them not to cheat (Kentwood, 2021). Students think critically and come up with their own ideas and solutions, which can lead to more creative and innovative solutions. Dr. Zeenath Reza Khan (2023) posited that originality is vital in making students feel more confident in themselves, allowing them to realize their own potential, do help them grow. Moreover, student work is meant to be original and created uniquely by the student (Rutgers University Libraries, 2023). If there is a case where a reliable source is a must, they can give credit to acknowledge the owner and that prevents them from doing misconduct behavior.

Table 5 presents the instructors' extent of prevention done as observed by the participants to avoid cheating and plagiarism in terms of making help available among students.

Table 5: Instructor's Extent of prevention done as observed by the participants to avoid cheating and plagiarism in terms of making help available among students

Indicator	Level of Appreciation		Interpretation
	Mean	Description	
1 My instructor gives us time to address our academic concerns.	4.30	Agree	The extent of prevention is moderately extensive.
2 My instructor gives his or her reply whenever we have concerns.	4.01	Agree	The extent of prevention is moderately extensive.
3 My instructor gives me pieces of advice.	4.02	Agree	The extent of prevention is moderately extensive.
4 My instructor helps me to resolve academic issues.	3.96	Agree	The extent of prevention is moderately extensive.
5 My instructor accommodates our learning needs.	4.24	Agree	The extent of prevention is moderately extensive.
Overall Weighted Mean	**4.11**	**Agree**	**The extent of prevention is moderately extensive.**

Range of means: 1.00-1.49 Strongly Disagree; 1.50-2.49 Disagree; 2.50-3.49 Neutral; 3.50-4.49 Agree; 4.50-5.00 Strongly Agree

As presented in the table, indicator number one (1) which states that the instructor gives students time to address their academic concerns garnered the highest mean of 4.30. This implies that the extent of prevention is moderately extensive. On the other hand, indicator number four (4), which indicates that the instructor helps students to resolve academic issues accumulated the lowest mean that is 3.96 when compared to the other indicators, which means the participants also agree in this matter. The overall weighted mean is 4.11 or agree which means that the extent of prevention is moderately extensive.

Making instructors available to answer questions and provide guidance can help promote academic integrity by ensuring that students can access the resources they need to succeed. Instructors can provide students with feedback and advice on their assignments and exams as well as help them understand the material more thoroughly. In other words, it is called 'scaffolding' 'it is a way to help students through a task.

As added by DO-IT (2022), it adds support to the learning needs of the individual and encourages them towards becoming more dependent on themselves alone. Additionally, instructors can help students identify and address any issues that may be preventing them from achieving their academic goals.

Problem 4. Significant Relationship Between the Participants' Level of Appreciation of the Learning Management System Test Integrity and Instructor's Extent of prevention done as observed by the participants to avoid cheating and plagiarism

Table 6 shows the relationship between the level of appreciation of the Learning Management System test integrity and instructor's extent of prevention done as observed by the participants to avoid cheating and plagiarism.

Table 6: Correlational analysis between level of appreciation of the Learning Management System Test Integrity and instructors' extent of prevention done as observed by the participants to avoid cheating and plagiarism

Variable 1	Variable 2	r-value	p-value	Decision	Significant
Appreciation of the Learning Management Teaching	Instructors' Extent of Prevention Dissemina	.720	.000	Reject	Significant

methods and strategies that promote academic integrity	ting Information about Academic Integrity			Ho		assessments that promote Academic Integrity	ing Information about Academic Integrity			Ho	
	Instructor's help available among students	.687	.000	Reject Ho	Significant		Instructor's help available among students	.602	.000	Reject Ho	Significant

Correlation is significant at 0.05 level (2-tailed)

As shown in the table, the computed p-value is 0.000. Thus, the null hypothesis is rejected. The result reveals that there is a significant relationship between the level of appreciation of the Learning Management System test integrity and instructors' extent of prevention done as observed by the participants to avoid cheating and plagiarism.

This implies that teaching methods and strategies that emphasize critical thinking, collaboration, and open dialogue can help promote academic integrity by encouraging students to think critically about the material and to seek help from their instructors when needed. Additionally, the effective use of teaching methods and strategies can disseminate information well, which has the biggest impact on academic integrity. Studies have shown that uploading videos helps to disseminate information as well as motivation to deepen the learning of students and can specifically impact students' ability to facilitate academic integrity (Giving Compas Network, 2023).

Moreover, an instructor's method of teaching can give significance to helping out students' learning. Nova Southeastern University (2023) proves that supplemental resources can augment the course and can also add value to its design of it. This table showcases teaching methods and strategies collisions on how students accept information towards academic integrity and in what way instructors extend their help to students.

Table 7 shows the relationship between the level of appreciation of the Learning Management System test integrity and instructors' extent of prevention done as observed by the participants to avoid cheating and plagiarism.

Table 7: Correlational analysis between level of appreciation of the Learning Management System Test Integrity and instructors' extent of prevention done as observed by the participants to avoid cheating and plagiarism

Variable 1	Variable 2	r-value	p-value	Decision	Significant
Appreciation of the Learning Management	Instructors' Extent of Prevention				
Designing	Disseminat	.687	.000	Reject	Significant

Correlation is significant at 0.05 level (2-tailed)

As shown in the table, the computed p-value is 0.000. Thus, the null hypothesis is rejected. The result reveals that there is a significant relationship between the level of appreciation of the Learning Management System test integrity in terms of designing assessments that promote academic integrity and instructors' extent of prevention done as observed by the participants to avoid cheating and plagiarism.

This implies that designing assessments that are clear, valid, and reliable can help promote academic integrity by ensuring that students are being assessed on their knowledge and understanding of the material, rather than on their ability to guess the correct answer.

Setting up learning objectives guide instructors to relay information well in upholding academic integrity. Brandeis University (2023) claims that providing clear instructions helps students to easily work on the task. In doing so, students may refrain from copying answers from other sources and can only rely upon their learning and understanding. It is seen that, instructors can extend their help using rubrics or criteria for every activity. Because of that, the students get to be informed and be guided as well on how they are going to perform the task. It will show students how to meet them and the instructor's feedback may help them improve their authentic performance (Northern Illinois University,2020).

IV.   CONCLUSION

Based on the findings of the study, the following conclusions were drawn.

The level of appreciation of the freshmen from the College of Education namely Bachelor of Secondary Education major in Mathematics, Bachelor of Secondary Education major in science, and Bachelor of Elementary in Education is moderately extensive. With the moderately extensive level of appreciation of the Learning Management System in terms of teaching methods and strategies, and designing assessment that promote academic integrity, it is concluded that by having various methods and strategies, and designing a valid, reliable assessment in the LMS, the students would discipline themselves to be academically integrated.

Meanwhile, the instructors' extent of prevention as observed by the participants to avoid cheating and plagiarism is moderately extensive in terms of its two components:

disseminating information about academic integrity, and instructor's time availability. This implies that by providing students with the resources and knowledge they need to understand the material as well as by giving them extra time to discuss and address their concerns, then they will be able to avoid any academic dishonesty in the LMS.

The students' level of appreciation of the Learning Management System test integrity does significantly correlate to the instructor's extent of prevention as observed by the participants to avoid cheating and plagiarism. This implies that designing assessments that are clear, valid, and reliable as well as making instructors available to answer questions and provide guidance can help promote academic integrity by ensuring that students are being assessed on their knowledge and understanding of the material, rather than on their ability to guess the correct answer as well as by ensuring that students can access the resources, they need in the LMS.

V. Suggestions and recommendations

The following are the recommendations based on the findings and conclusions of the study conducted:

1. Instructors may enhance their teaching methods by giving questions that strengthen the high order thinking skills of the student to avoid cheating.
2. Instructors and administrators should increase the prevention of unethical behavior of the students by providing seminars and orientations that are informative enough in fighting cheating and plagiarism.
3. The instructors may spare time entertaining students' concerns regardless of any circumstances. Understanding the lesson can motivate them to do their task without copying other sources.
4. Instructors may improve and pursue high-stakes assessments and activities to encourage students. The instructor's extent of prevention must be constant in such delivery of materials in the LMS to ensure the academic integrity of the students.
5. The prevention of cheating and plagiarism should be understood and practiced by each student to promote academic integrity for this will lead to foster holistic development among students as well as quality education in the Learning Management System.
6. Future researchers may conduct related studies with other variables that may evaluate the level of appreciation in the Learning Management Systems Academic Integrity.

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