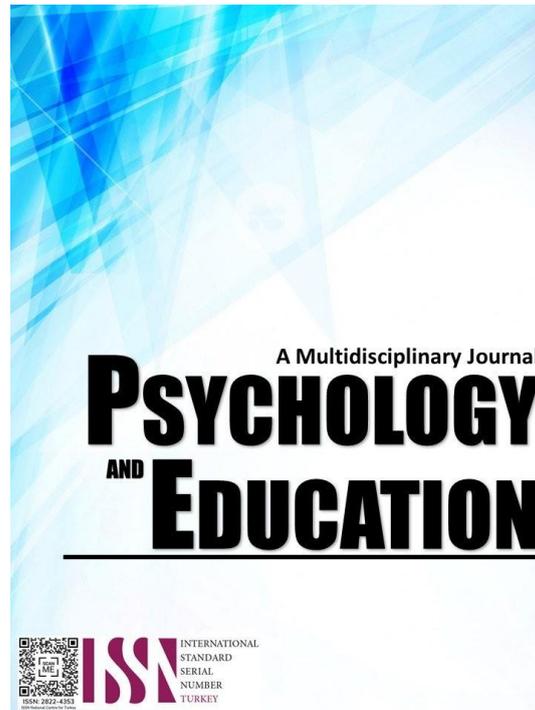


**CORRELATING LEVEL OF DIGITAL INFLUENCE
AND STUDENTS' LEVEL OF VULNERABILITY TO
CHEAT DURING MODULAR DISTANCE
LEARNING MODALITY**



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Correlating Level of Digital Influence and Students' Level of Vulnerability to Cheat During Modular Distance Learning Modality

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Abstract

This study assessed the influence of the digital world on the learning process and the vulnerability of the students to cheat. It aimed to examine the relationship between the influence of social media in the learning process and the vulnerability of the students to cheat. Descriptive-correlational research design was utilized in this study. A sample of 124 senior high school students comprised of 60 Grade 11 students and 64 Grade 12 students. These respondents were from 7 different Technical-Vocational and Livelihood programs and were selected using a random sampling technique. Researcher-made validated questionnaire which was based on a 5-point Likert scale was used for data collection. The findings of this study revealed that the digital world has a moderate level of influence on the students' knowledge, skills, and attitude. Furthermore, regression analysis showed that the level of vulnerability of students to cheat in Modular Distance Learning is very low and there was no significant relationship between these two variables. Based on this, it is suggested that teachers should maximize the use of social media and social networking sites in delivering their lessons.

Keywords: *digital world influence, cheating vulnerability, Modular Distance Learning*

Introduction

The pandemic has brought tremendous changes to the Philippine educational system. Since March 2020, all public and private schools in basic education nationwide have decided to suspend or cancel their in-person class. Such happening has changed the delivery of learning in the Department of Education (DepEd) and transitioned teachers in their teaching approach from face-to-face to distance learning modality. According to the DepEd, the different types of distance learning modalities are Online Learning (OL), Modular Distance Learning (MDL), Educational TV shows, and Radio-Based Instruction (RBI).

Modular Distance Learning approach is the use of modules crafted by teachers composed of learning activities and tasks based on the Most Essential Learning Competencies (Anzaldo, 2021). In this modality, each student is given 8 to 9 modules for Junior High School and 11 to 12 modules for Senior High School (SHS). Students are given one (1) week to complete and submit all their modules. This situation is not comforting for students because each module will take three (3) to four (4) hours before they can finish it.

According to Dangle & Sumaoang (2020), one of the key challenges with MDL is the great number of activities in every module. And students do not have enough time to answer all these activities in a week. Sumandal (2022) identified that the content of the Self-Learning Module (SLM), parental support,

internet connection, social media, health condition, and proximity of the house of the students from the school affect the module completion of students. These factors explain why many students are late and do not finish the activities in the modules.

Most times, students who lack knowledge and motivation to answer their modules resort to cheating to comply with the requirements and pass on their academic subjects. Cheating is just one of the many problems in MDL. Face-to-face cheating among students has always been the primary concern of teachers. This becomes even more rampant during the implementation of the different learning modalities. Hence, evaluating the authenticity and originality of the students' work becomes one of the central apprehension of teachers.

Cheating is defined by Davis et al. (2009) as an act of deceiving or depriving by trickery, defrauding, misleading, or fooling another. Furthermore, they explained that student cheating refers to an act committed by students to deceive, mislead, and fool the teacher that the academic work submitted by students was the student's own work. Cizek (2012) also defined cheating as an action taken during, before, and after a test or assignment to obtain a false result. This includes cheating by giving, taking, and receiving information from others. Similarly, Walden University (2021) interpreted cheating as a fraud, deceit, or dishonesty activity. This includes using and assisting others in using prohibited or inappropriate materials to receive credits for works by dishonest means.

Cheating is not a new problem in education. Bouville (2010) narrated that over 2000 years ago, Chinese civil servant was already engaged in cheating. Even before the pandemic, cheating has been the topic of many researchers and teachers. Students cheat in many ways during the pre-pandemic time even though they know their teachers are monitoring them. Thus, it is not surprising that cheating becomes even higher during the pandemic because teachers cannot supervise the students on their tests and activities. Bilen & Matros (2021) asserted that cheating exists both in face-to-face and online learning; however, cheating is more prevalent online.

Technologies and social media give rise to cheating. Today, it is easy for students to access, copy, and share their classmates' work. Desperate students use Twitter to look for professionals who can answer their modules in exchange for money (Magsambol, 2021). They search for shared answers and learning materials in Facebook groups and FB Messenger (Lancaster, 2013). They utilize websites like Brainly to get answers from their homework and activities. These are just a few of many cheating sites that students visit to pass and graduate in their courses.

The Department of Education has already declared war against online cheating and encouraged parents and students to refrain from cheating (Sarao, 2021). Recently, cheating was the leading issue in social media and news reports prior to the opening of the school year 2021-2022. The media reported that a Facebook group page Online Kopyahan with 600,000 members, is being used to share answers to modules and other learning materials (Bernardo, 2021). The DepEd requested Facebook to deactivate the said FB group because it does not promote learning and teaches students to be lazy.

Governor Alfredo M. Abueg Sr., National Technology and Vocational Memorial High School, are now in its second year of implementing Modular Distance Learning (MDL). Many teachers reported vast cheating in the Learning Activity Sheet (LAS) of modules of the students. Teachers have found out that many of the low-performing students and some of the achievers copy their classmates' work and submit it as their own work. This results in many answer sheets with the exact copy of their classmates' output. Likewise, some students copy and paste answers from the article they have retrieved on the internet. Consequently, knowing the main source or the original author of the answer is difficult to identify.

The issue of cheating in the research locale has led to

the study of how the digital world influences students to cheat in the Modular Distance Learning (MDL) modality. Accordingly, this study seeks to determine the level of the influence of the digital world in the learning process and the vulnerability of the students to cheat. It also aims to examine the relationship between the influence of social media in the learning process and the vulnerability of the students to cheat.

Research Questions

The shift in teaching approaches in public and private schools in the Philippines has increased the probability that students will engage in dishonest school-related work. To date, it is easy for a student to view and copy the work of others. It is just a click to copy and paste answers from the internet. It is simple to ask someone to do the students' assignments. Hence, it is evident that cheating has become prevalent in the new normal setting.

The different distance learning has taught the students to study and work on their lessons without or with less supervision from the teachers. This makes students even more vulnerable to academic dishonesty. Ever since the schools started to open after a series of lockdown and quarantine, many students have received awards and credits for work that is not their own.

1. What is the level of influence of the digital world on the students in terms of:
 - 1.1 Knowledge;
 - 1.2 Skills; and
 - 1.3 Attitude?
2. What is the vulnerability level of the students to cheat during their modular distance learning modality of learning in terms of:
 - 2.1 Peer Influence;
 - 2.2 Self-Efficacy;
 - 2.3 Parents Expectation; and
 - 2.4 Lack of Knowledge?
3. Is there a significant relationship between the level of digital world influence and students' vulnerability level to cheat?
4. Which indicators best correlate and influence students' level of vulnerability to cheating and its indicators?
5. What appropriate action or intervention program the school should implement consistently with students' level of digital world influence and level of vulnerability to cheating during modular distance modality of learning?

Literature Review

Many researchers have extensively and comprehensively presented the definition of cheating in education. For instance, McCabe et al. (2001) defined cheating as a form of illegal activity in which a student replicates an answer from another student during an exam and admits that the answer comes from oneself. Davis et al. (2009) explained that student cheating refers to an act committed by students to deceive, mislead, and fool the teacher that the academic work submitted by the student was the student's own work. Rana & Ajmal (2013) also defined cheating as claiming the credits from someone else's works. In the same way, Dejene (2021) described it as attempting to obtain or assisting another to obtain credit by any dishonest and fraudulent means. These and many definitions of cheating mean that it is a sin and a wrong act.

Cheating is widespread in all educational institutions, from elementary to tertiary. The study of Dejene (2021) showed that with an estimated prevalence rate of 80%, most Ethiopian secondary school students are actively engaged in cheating behavior. This confirms the findings of McCabe & Katz (2009) and Josephson Institute cited in the report of Payne (2012) that academic dishonesty is rampant in secondary schools and that even students in prestigious schools in the US also commit cheating. Their studies show that 74% of high students admitted to cheating on a test in the previous year, and 59% admitted plagiarism (McCabe & Katz, 2009). Moreover, about 50 percent of 23,000 high school students from grades 9-12 in the US confessed that they also cheated during a test by Josephson Institute in 2012. Galloway (2012) also indicated that out of 4,316 students surveyed, 93 percent reported cheating at least once, and 27 percent of upperclassmen cheated 7 to 13 times.

The incidence of cheating in high school and college is popularly discussed by various researchers. Their studies commonly compare the prevalence of cheating behavior in face-to-face and online learning. Research revealed that there is no difference in cheating between online and face-to-face learning. Watson & Sottile (2010) stated that out of 635 students, 32.1% of students face-to-face confirm that they cheat in their class, while 32.7% of students in online learning admit that they involve in cheating habits. The findings of the study indicate a slight difference in the cheating behavior of the students in face-to-face and online learning. It also manifests that those students in online learning do not engage further in cheating. Another

study conducted to differentiate cheating in face-to-face and online learning is by Jones & Miller (2013); they found out that cheating is more frequent in an online class for students who take face-to-face and online learning. However, students who only took online learning were less prone to cheating compared to students who took face-to-face. Peled et al. (2019) also verified that students in online courses are less engaged in academic dishonesty than in face-to-face classes. Burgason et al. (2019) emphasized that both face-to-face and online learning are involved in cheating.

On the contrary, Golden & Kohlbeck (2020) argued that online courses are more susceptible to cheating. In addition, Herdian et al. (2021) also commented that academic dishonesty in the form of collaboration is common in online learning. Janke et al. (2021) reported that there was an increase in the rate of cheating of college students in an online exam as compared to an on-site exam. To sum up, students in online learning during the pre-pandemic were less likely to cheat compared to students in face-to-face. However, recent findings have shown that cheating in online learning at the time of the COVID-19 pandemic has significantly increased.

Over the years, students learned new different ways to cheat. For example, Ompusunggu (2017) reported that in high school, some teachers conspire with students and encourage students to cheat by selling answer keys to pass the national examination. Best & Shelley (2018) described that social media like Facebook, Twitter, Snap Chat/ Instagram, Texting, and various smartphone applications were used by college students in their cheating activity. Lancaster & Cotarlan (2021) revealed that high school students in STEM used Chegg, a file-sharing site available online that has been used to cheat in an exam. Habiburrahim et al. (2021) detailed the practices of Indonesian college students when they cheat. Findings show that students are engaged in requesting and exchanging answers with friends during exams, duplicating texts from the internet/books and then submitting them, and cooperating with friends in doing individual assignments.

To mitigate the cheating behavior among college students, Lancaster (2013) has developed an intelligent context-aware system that can render solutions to detect student cheating across plagiarism documents, social media, agencies, and auction websites.

Positive Influence of Digital World on Students' Academic Life

Today, with the number of resources available in the digital world, it is easy for students to learn and retrieve information. The world wide web can provide the students with vast data about the topic they want to know with just a click. Lin et al. (2017) claimed that digital learning positively impacts learning outcomes more than traditional teaching. The influence of the digital world in education has been found to improve the academic performance of students. For example, according to Pinili & Larena (2018), social media can help children improve their scores in school if used responsibly. D' Angelo (2018) maintained that it could also increase learner satisfaction, encourages engagement, and facilitates academic success. In the same view, Ansari & Khan (2020) further explained that collaborative learning in the digital world substantially impacted peer interaction, teacher interaction, and online knowledge-sharing behavior.

The influence of social media in the learning process is perceived positively by the students (Muideen, 2020). There is also an increase in how it influences students' academic performance. Take, for example, the findings of Lambic (2016), who pointed out that Facebook and the students' academic performance have a positive correlation and that the use of Facebook in education has a positive effect on the student's knowledge. Alshayeb (2018) also added that Facebook, WhatsApp, and Slack enhance students' engagement in class and learning activities.

Aside from academic performance, social media also impacts the attitude, study habits, and cognitive skills of the students in a science classroom (Oginni et al., 2016). It improved the ability of the person to absorb information (Raut & Patil, 2016) and increased the students' understanding of the topics discussed in their class (Kolan & Dzandza, 2018).

From other perspectives, the result of other studies revealed that students use social media in different ways. According to Wolf et al., (2015) and Tulin et al. (2018), students use social media for information sharing and distribution of content. Kaya & Bicen (2016) added that social media like Facebook is used by students for communication, entertainment, and sharing news, pictures, and songs. Suseno et al. (2018) had the same argument stating that it improves communication, collaboration, information sharing, and information consumption.

Negative Influence of Digital World on Students' Academic Life

Recently, there has been an increasing argument on the

negative effect of social media on education, and this was reported by several researchers. Social media has received criticism in the world of academics. Ezekiel et al. (2013) and Peter (2015) depicted that social media affect the academic work of the students negatively. Students who try to multitask by using social media while studying showed poor academic performance. This is because a student would not be able to concentrate due to the distraction brought by Youtube, Facebook, and Twitter. Both Rosen et al. (2013) and Feng et al. (2019) agreed that the use of Facebook for entertainment purposes is correlated with lower grade point average (GPA) of the students.

Giunchiglia et al. (2018) emphasized that social media usage affects academic activities. They also suggested that smartphones should be controlled in academic settings. Furthermore, they also found that literacy, numeracy, oral language skills, and meta-cognitive and critical thinking skills decline when students are exposed to social media. In the same vein, digital technologies and social networking sites negatively affect the studying and habits of the students (Gok, 2015) and do not promote knowledge sharing and engagement (Koranteng et al., 2018). Today, information and data are easily accessible on the internet and social networking sites. This leads to an increase in the dependency of students (Balakrishnan & Gan, 2016). As the students' engagement with these sites increases, their learning skills decrease, making them less dedicated to their studies and resulting in poor academic performance (Hoffmann, 2017). Over-dependence and engagement on social media waste the time of the students and may result in not being able to submit and meet the requirements task of their subject (Tella and Akinboro, 2015).

Social networking may have a significant contribution in improving the grades of students in school if utilized responsibly. Social networking may have a substantial contribution in improving the grades of students in school if utilized responsibly.

Vulnerability of Students to Cheat

There are many reasons why students engage in academic behavior. Some of these reasons are discussed in this section. Many students involved in cheating know that cheating is wrong, but they must do it to pass their subjects. (McCabe, (2005); Anderman et al., 1998; Jordan, 2001; Murdock & Anderman, 2006). Anderman et al. (2009) and Taradi et al. (2012) categorized the factors why students cheat. These factors can be categorized into intrinsic or individual factors and extrinsic or contextual factors.

They added that lack of knowledge is an intrinsic factor, and prediction of failure are factors why students cheat. Habiburrahim et al. (2021) external factors such as exam difficulty, overloaded assignments, inadequate time for finishing assignments, and assisting friends and internal factors like fear of low grades and failure in exams, and motivation for gaining high scores are the underlying factors that influence students to cheat. Murdock & Anderman (2006) extrinsic outcomes such as grades are associated with high cheating behavior rate. Some researchers further elaborated on other confounding reasons behind students' cheating behavior. Self-efficacy, peer conformity, academic procrastination (Amelia & Usman, 2020), demographic characteristics, character qualities, college experience, and students' perceptions and attitudes (Yu et al., 2018) influence students' cheating behavior. Opiyo et al. (2018) emphasized that parents' attitude strongly influences the cheating behavior of the students during examinations. They added that parents should be strict and vigilant in their child's activities and homework. Teacher and school policies and student peer pressure have contributed to the prevalence of cheating schools (Osuba, 2021).

An increase in the cheating behavior of the students is caused by seeing other students cheat, making them imitate it thinking that this behavior is morally correct (O'Rourke et al, 2010). Yu et al. (2020) identified the factors that collectively affect academic cheating among college students. Attitude, perceived-behavioral control, and subject norm predict the engagement of students in cheating.

The plethora of research conducted in the field of education, particularly on the cheating behavior of the students, focuses on the following: (1) cheating behavior of college students, (2) cheating in online learning classes, (3) cheating reports are mostly based on foreign studies. After reading the existing and relevant studies on the topic, it was concluded that there were no current and available studies pertaining to cheating in Modular Distance Learning in the Philippines. Most of the studies are about cheating behavior in an online class. Few studies cover cheating activities among high school students. Hence, conducting this study is essential to unleash the cheating behavior of high school students in Modular Distance Learning. The findings of this study will also add to the existing knowledge about cheating in a public schools in the Philippines.

Methodology

Research Design

Quantitative research was used to determine the cheating behavior of senior high school students in Modular Distance Learning. In particular, this study utilized descriptive and correlational research designs. The descriptive research design was used to describe the influence of the digital world on the academic life of the students and the vulnerability of the students to cheat in Modular Distance Learning. Meanwhile, the correlational research design was used to test the relationship between the influence of the digital world and the vulnerability of the students to cheat.

Sampling

Respondents of this study were Grade 11 and 12 senior high students of Governor Alfredo M. Abueg Sr. National Technology and Vocational Memorial High School in Barongbarong, Brooke's Point, Palawan. Using the survey system software, an online sample calculator, the sample size was calculated using parameter expectation with a confidence level of 95% and a confidence interval or margin of error of 5%. Out of 183 senior high school students enrolled from the First to Second Semester of the School Year 2021-2022, 124 students were randomly selected. Using a simple random sampling method, 60 Grade 11 students and 64 Grade 12 students were selected to form the desired sample of the study.

Data Collection

To gather the needed data, the researcher used a self-made questionnaire. The items in this questionnaire were based on the readings about the influence of the digital world on the students in terms of knowledge, skills, and attitude. The instrument also covers the vulnerability of the students to cheat in Modular Distance Learning in terms of peer influence, self-efficacy, parent expectation, and lack of knowledge. A total of 75 statements were developed to gather the needed information.

Statements on the questionnaire were based on a 5-point Likert scale with the following assigned values: 1-Never; 2-Occasional; 3-Often; 4-Frequent; 5-Always.

The instrument was pilot-tested on 30 student respondents. Using Cronbach's Alpha, the reliability coefficient of this instrument was 0.91. This means that the instrument is valid and reliable.



The instrument was also checked by at least three panels of internal and external validators.

After the instruments were constructed, the researcher secured a letter of permission from the school principal. Upon approval, the questionnaire was given to each respondent. The researcher distributed the questionnaire by inserting it into the student’s Learning Activity Sheet (LAS). The respondents were instructed to accomplish the form and submit it after a week. The questionnaire was then collected and recorded for data analysis. To protect the intellectual rights of the respondents, their identity and gathered data were dealt with confidential and anonymous.

Statistical Analysis

In quantifying the responses, a Likert scale with five orderable gradations with a Range of Means and description was utilized. The data were entered in Statistical Package for Social Sciences Version 23 and were treated using mean, frequency, and regression. Mean (x) was employed to determine the central point in the distribution of measurement. In the context of this study, the weighted mean was used to identify the average response of the respondents. Frequency (f) or descriptive measure was used to describe the extent to which the respondents had experienced the items indicated in the questionnaire. Regression analysis was used to establish a relationship or association between 2 variables. It was utilized to assess the strength of the relationship between variables and for modeling the future relationship between them. In this study, the influence of the digital world on the students’ academic life and the vulnerability of the students to cheat was correlated.

Ethical Considerations

Prior to the conduct of the research and data gathering, informed consent was secured and addressed to the parents of the respondents. Respondents were appropriately dealt with, following the minimum health protocols ensuring that their health would not be compromised. They were also oriented that their participation in this study would benefit not only them but also the teachers and administrators of the school. The individual identities of the respondents in the study remain confidential and anonymous. The data gathered for the research was held safely and secured. Their names were coded, and only the researcher can access these codes and their responses. After the research was concluded, the respondents and their parents were given a copy of the findings. Correct and true data was used in this study and correct data analysis procedure.

Results and Discussion

1. What is the level of influence of the digital world on the students in terms of:

- a. Knowledge
- b. Skills
- c. Attitude

Table 1.1. *Influence of the Digital World on the Knowledge of Learners n = 124*

<i>Knowledge</i>	<i>Mean</i>	<i>Result</i>	<i>Result Interpretation</i>
I use Google to search for information and educational-related materials.	3.61	Frequent	High
Watching educational YouTube blogs and tutorials increases my understanding of the lesson.	3.41	Frequent	High
Social networking sites help me absorb the lessons easily.	3.23	Often	Moderate
Following Facebook groups and subscribing to YouTube channels with educational content improve my understanding of the lesson.	3.19	Often	Moderate
Social networking sites make my learning experience fun and enjoyable.	3.15	Often	Moderate
I can easily understand the lesson in the module if I use social networking sites.	3.11	Often	Moderate
I use Facebook and YouTube to understand difficult lessons.	3.04	Often	Moderate
Facebook and YouTube have a positive impact on my study.	2.98	Often	Moderate
Uploaded learning materials on Facebook, Messenger, and YouTube help me to learn the lessons better.	2.98	Often	Moderate
I use YouTube and Facebook for academic activities only and thus increase my understanding of the lesson.	2.86	Often	Moderate
Joining discussions or forums on Facebook and YouTube enhances my comprehension of the lesson.	2.75	Often	Moderate
Grand Mean	3.12	Often	Moderate

The data presented above shows the influence of the digital world on the knowledge and understanding of students in their lessons or subjects. Respondents rated this indicator as moderate, with a grand mean of 3.12. The analysis shows that statements *I use Google to search for information and educational-related materials* and *Watching educational YouTube blogs and tutorials increase my understanding of the lesson* got the highest mean with 3.61 and 3.41, respectively. Meanwhile, statements *Joining discussions or forums on Facebook and YouTube enhance my comprehension of the lesson* with a 2.75 mean and *I use YouTube and Facebook for academic activities only and thus*



increase my understanding of the lesson with a 2.86 mean score the lowest. These indicate that the digital world has an influence on the knowledge of the students and it enhances the understanding of their lessons. This finding is consistent with Kolan & Dzandza (2018) that social media like Facebook increases students' knowledge when used in education.

Table 1.2. Influence of the Digital World on the Skills of Learners n = 124

Skills	Mean	Result	Result Interpretation
Social media helps me improve my research ability by properly searching for relevant studies and correctly citing other people's works.	3.41	Frequent	High
Social media increases my motivation to read stories, blogs, and articles posted online, improving my reading skills.	3.35	Often	Moderate
Social networking sites teach me to solve problems through searching for information and asking for help from friends online.	3.32	Often	Moderate
Social media platforms like Facebook, Twitter, TikTok, and Instagram enhance my spelling skills.	3.31	Often	Moderate
Social media enables me to explore and share my skills.	3.30	Often	Moderate
I have encountered many unfamiliar words on social media, enhancing my vocabulary.	3.27	Often	Moderate
Social media and online platform sites enhance my digital literacy skills.	3.26	Often	Moderate
Social media improves my communication and social skills.	3.26	Often	Moderate
Digital media enhances my creativity, critical thinking, and collaboration skills.	3.24	Often	Moderate
Social media helps me to construct simple and better sentences.	3.19	Often	Moderate
I have acquired the skill to listen effectively through social media.	2.98	Often	Moderate
I can easily express myself when chatting and posting on social media platforms.	2.70	Often	Moderate
Grand Mean	3.22	Often	Moderate

As shown in the table, the influence of the digital world on the students' skills has a grand mean of 3.22, which falls within the moderate category. This entails that the social networking sites and worldwide webs help the learners to develop and enhance their skills and ability. Furthermore, it can also be observed that many of the respondents agreed that the statement *Social media helps me improve my research ability by properly searching for relevant studies and correctly citing other people's works*, which relates to their research skills, influenced them the most. It is the only statement that got the highest mean with 3.41. On the

contrary, the statement *I can easily express myself when chatting and posting on social media platforms* has the lowest with a 2.70 mean. This finding manifests that social media and networking sites support the improvements and development of the students' skills such as reading, writing, and critical thinking. This supports the claim of Suseno et al. (2018) that social media improves students' communication, collaboration, information sharing, and information consumption.

Table 1.3. Influence of the Digital on the Attitude of Learners n = 124

Attitude	Mean	Result	Result Interpretation
Facebook, Messenger, and What's App allow me to connect and socialize with classmates and friends.	3.74	Frequent	High
Social media helps me to easily and comfortably interact with my classmates.	3.62	Frequent	High
Social media makes me happy, and it improves my mood and emotions.	3.46	Frequent	High
I use social media to write good posts, comment on somebody's commendable achievements, posting genuine news.	3.33	Often	Moderate
I use social media to share facts, helpful information, and motivational quotes to inspire others.	3.31	Often	Moderate
Social media increases my engagement in the lessons and activities in the module.	3.24	Often	Moderate
I can manage my time between social media and modules.	3.22	Often	Moderate
I can do and perform my activities in life even without social media.	3.14	Often	Moderate
I use social media while answering the modules, and it does not distract me from answering the activities.	3.10	Often	Moderate
I do not commit academic dishonesty like plagiarism and cheating on worldwide websites.	2.98	Often	Moderate
Grand Mean	3.31	Often	Moderate

Based on the data organized above, respondents have scored that the influence of the digital world on their attitude was moderate, with a grand mean of 3.31. Data analysis also shows that social media sites like Facebook, Messenger, and What's App promote student collaboration, interaction, and engagement. This reflects on the statements, *Facebook, Messenger, and What's App allow me to connect and socialize with classmates and friends; Social media helps me to easily and comfortably interact with my classmates; Social media makes me happy, and it improves my mood and emotions* which received a high level of influence with a mean of 3.74, 3.62, and 3.46 respectively. Conversely, *I can do and perform my activities in life even without social media* with a 3.14 mean, *I use social media while answering the modules*



and it does not distract me from answering the activities with a 3.10 mean, and I do not commit academic dishonesty like plagiarism and cheating in the world wide websites with 2.98 mean were the top 3 statements with the lowest mean. These results would imply that when properly used, social media sites enable positive relationships and rapport with other people and establish a positive attitude in dealing with school activities. This coincides with Alshayeb (2018), who pointed out that social media enhance students' engagement in class and learning activities. Also, in the work of Ansari & Khan (2020), the digital world substantially impacted peer interaction, teacher interaction, and online knowledge-sharing behavior.

2. What is the vulnerability level of the students to cheat during their modular distance learning modality of learning in terms of:

- a. Peer Influence
- b. Self-Efficacy
- c. Parents Expectation
- d. Lack of Knowledge

Table 2.1. Vulnerability of the Students to Cheat due to Peer Influence n = 124

Peer Influence	Mean	Result	Result Interpretation
I cheat because my classmates answered their activities easily.	1.90	Occasional	Low
I cheat because my classmates and friends give their answers.	1.78	Never	Very Low
I cheat because I rely on the answer of my friends.	1.63	Never	Very Low
I cheat because I want my friends and classmates to be comfortable with me.	1.63	Never	Very Low
I cheat because my classmates and friends also cheat.	1.60	Never	Very Low
I cheat because I believe that cheating is not wrong, and everybody is doing it.	1.58	Never	Very Low
I cheat because my classmates and friends who cheat are not punished.	1.55	Never	Very Low
My friends and classmates taught me to cheat.	1.53	Never	Very Low
I cheat because my classmates and friends tolerate it.	1.51	Never	Very Low
I cheat because my classmates and friends told me to do it.	1.45	Never	Very Low
I cheat because I want to be part of the group.	1.44	Never	Very Low
Grand Mean	1.60	Never	Very Low

Table 2.1 shows the level of vulnerability of the

students to cheat because of peer influence. Based on the analysis, students under modular distance learning have a very low vulnerability to cheat. It was verified in the computed grand mean with 1.60, which can be interpreted as very low. It can also be summarized that students were not engaged in cheating even though their friends and classmates do it or cheating is not present in the students' circle of friends and classmates.

Statement *I cheat because my classmates answered their activities easily* got the highest mean with 1.90. In contrast, *I cheat because my classmates and friends tolerate it, I cheat because my classmates and friends told me to do it, and I cheat because I want to be part of the group* got the lowest mean with 1.51, 1.45, and 1.44 individually.

Table 2.2. Vulnerability of the Students to Cheat due to Self-Efficacy n = 124

Self-Efficacy	Mean	Result	Result Interpretation
I cheat because I am shy of my idea.	1.85	Occasional	Low
I cheat because I feel that I cannot express my idea in my own words.	1.81	Occasional	Low
I cheat because I am afraid to commit mistakes.	1.78	Never	Very Low
I cheat because I am not sure about my answers.	1.77	Never	Very Low
I cheat because I feel that my understanding of the lesson is not enough.	1.77	Never	Very Low
I cheat because I am not confident to do an excellent answer and output.	1.77	Never	Very Low
I cheat because of the fear that my answer is wrong.	1.72	Never	Very Low
I cheat because I know the answer of my friends is more correct and reliable.	1.64	Never	Very Low
I cheat because my classmates and teachers might laugh at my answers.	1.63	Never	Very Low
I cheat because I do not want them to hear my opinion.	1.54	Never	Very Low
Grand Mean	1.73	Never	Very Low

Table 2.2 illustrates the level of vulnerability of the students to cheat because of self-efficacy. Result shows that students have a very low level of vulnerability to cheat, with a mean of 1.73. This implied that self-efficacy among students was high, and it did not dictate students be involved and commit dishonest acts like cheating. However, two (2) notable

statements with a high mean but still with a low level of vulnerability. These statements are *I cheat because I am shy of my idea* with a mean of 1.85, and *I cheat because I feel that I cannot express my idea in my own words* with a mean of 1.81. Nora and Zhang (2010) explained that students with low self-efficacy tend to commit more cheating than those who claim efficaciously. This somehow explains why most respondents have a very low vulnerability to cheating.

Table 2.3. *Vulnerability of the Students to Cheat due to Parent's Expectations n = 124*

<i>Parents' Expectation</i>	<i>Mean</i>	<i>Result</i>	<i>Result Interpretation</i>
I cheat because I do not want my parents to be angry with me.	1.59	Never	Very Low
I cheat because I want my parents to be happy with my grades.	1.54	Never	Very Low
I cheat because my parents aim for me to become a successful person.	1.53	Never	Very Low
I cheat because I want my parents to be proud of me.	1.48	Never	Very Low
I cheat because my parents have invested in me, and I have to satisfy them with high grades.	1.48	Never	Very Low
I cheat because my parents are well-known in our community, and I do not want to shame them.	1.47	Never	Very Low
I cheat because I should meet the standard of my parents.	1.45	Never	Very Low
I cheat because I need to get high grades for my parents.	1.44	Never	Very Low
I cheat because my parents expect me to be at the top of the class.	1.43	Never	Very Low
I cheat because I do not want to be scolded by my parents.	1.42	Never	Very Low
Grand Mean	1.48	Never	Very Low

Table 2.3 presents the vulnerability of the students to commit cheating based on the parents' expectations of their child's performance in school. Based on the result, it can be summarized that students have a very low susceptibility to cheating since it got a mean of 1.48, which fall within the never result. This reflects that students never engage in academic dishonesty like cheating even though their parents expect them to have high grades and should have excellent performance in school. Students might not have experienced parental pressure to have high and good grades, which explains their very low level of vulnerability to cheating due to parents' expectations. For Taylor et al. (2002) and Strom & Strom (2007), cheating is more prevalent among students if they are pressured to get high grades.

Out of 10 posted statements, *I cheat because I do not want my parents to be angry with me* with a mean of 1.59, *I cheat because I want my parents to be happy with my grades* with a mean of 1.54, and *I cheat because my parents aim for me to become a successful person* with a mean of 1.53 were recorded with the highest mean score.

Table 2.4. *Vulnerability of the Students to Cheat due to Lack of Knowledge n = 124*

<i>Lack of Knowledge</i>	<i>Mean</i>	<i>Result</i>	<i>Interpretation</i>
I cheat because I do not understand the lesson.	1.86	Occasional	Low
I cheat because I am not an intelligent student.	1.85	Occasional	Low
I cheat because I do not know how to answer the activities.	1.78	Never	Very Low
I cheat because I want my answer to look intelligent.	1.77	Never	Very Low
I have poor thinking skills, and this makes me cheat.	1.74	Never	Very Low
I cheat because I have little knowledge about the topic.	1.73	Never	Very Low
I cheat because I cannot comprehend the lesson.	1.71	Never	Very Low
I cheat because I do not know the answer.	1.69	Never	Very Low
I cheat because I struggle in answering the modules.	1.66	Never	Very Low
I cheat because I have poor knowledge about the lesson.	1.64	Never	Very Low
I cheat because I have a poor foundation of the lesson.	1.62	Never	Very Low
Grand Mean	1.73	Never	Very Low

Table 2.4 explain how students are vulnerable to cheating because of their lack of knowledge of the lessons or topic in the modules. Respondents scored this indicator with a grand mean of 1.73, which can be interpreted as very low. This indicates that students were not engaged in cheating despite their poor understanding of the lesson.

Based on the analysis, statements *I cheat because I do not understand the lesson* and *I cheat because I am not an intelligent student* got a mean result of 1.86 and 1.85, respectively. On the contrary, statements *I cheat because I struggle in answering the modules*, *I cheat because I have poor knowledge about the lesson*, and *I cheat because I have a poor foundation of the lesson* got the lowest mean with 1.66, 1.64, and 1.62 respectively and can be interpreted as very low.



3. Is there a significant relationship between the level of digital world influence and students' vulnerability level to cheat?

Table 3. Relationship of Level of Digital World Influence and Student's Vulnerability to Cheat

	<i>Knowledge</i>	<i>Skills</i>	<i>Attitude</i>
Peer Influence Correlation	0.09	0.1	0.05
P-value	0.35**	0.3**	0.61**
Interpretation	(Accept Null Hypothesis)	(Accept Null Hypothesis)	(Accept Null Hypothesis)
Self-Efficacy Correlation	0.02	0.03	0.06
P-value	0.85**	0.77**	0.51**
Interpretation	(Accept Null Hypothesis)	(Accept Null Hypothesis)	(Accept Null Hypothesis)
Parent's Expectation Correlation	0.03	0.01	-0.01
P-value	0.76**	0.88**	0.91**
Interpretation	(Accept Null Hypothesis)	(Accept Null Hypothesis)	(Accept Null Hypothesis)
Lack of Knowledge Correlation	0.02	0.01	0.06
P-value	0.82**	0.89**	0.53**
Interpretation	(Accept Null Hypothesis)	(Accept Null Hypothesis)	(Accept Null Hypothesis)

It can be observed from the table presented above that there was no significant relationship between the level of the influence of the digital world on the students and the level of the vulnerability of the students to cheat during Modular Distance Learning since all the computed p-values are all greater than the level of significance of 0.05. This means that the influence of social media and social networking sites on Knowledge, Skills, and Attitude has no bearing on the level of vulnerability of the students to cheat due to peer influence, self-efficacy, parents' expectations, and lack of knowledge.

4. Which indicators best correlate and influence students' level of vulnerability to cheating and its indicators?

Based on the result of the analysis, it can be seen that the calculated correlation was low and negligible. Hence, no best indicator correlates the influences of the digital world on the students and their level of vulnerability to cheating.

5. What appropriate action or intervention program the school should implement consistently with students' level of digital world influence and level of vulnerability to cheating during modular distance modality of learning?

In accordance with the findings of the analysis, the

following action or intervention programs are recommended: (1) Considering the positive effect of social media and social networks on students' learning, teachers should encourage learners to use the internet and social media like YouTube, Facebook, TikTok, and Instagram properly and wisely. In addition, the teachers may use these platforms in delivering their lessons, or they may use these as supplementary materials and aid for learning. (2) Schools should empower the correct usage of social media. They may conduct a symposium on social media's benefits and harm and its etiquette. (3) Schools should formulate and strengthen their rules and regulations against academic dishonesty. Schools should also create and distribute a manual or booklet which explains cheating and punishments as stipulated by the law. (4) Schools should inculcate honesty and integrity by integrating them into their lessons in the module. Teachers may use the Anti-Cheating Pledge and provide the students with a copy of this pledge to remind them that they promise to refrain from any form of dishonest behavior. (5) Organize a School Learning Action Cell (SLAC), which focuses on the ways and strategies to detect plagiarism in the output of the students. The LAC session could also focus on updating teachers on new cheating techniques among students, for example, FB groups that share and give answers, FB groups that offer commissioned work to answer the modules in exchange for money, and the use of Brainly, Chegg, etc.

Conclusion

(1) Digital world, such as Facebook, FB Messenger, YouTube, Instagram, and TikTok has a moderate level of influence on the students' knowledge, skills, and attitude. These social media platforms enhance students' understanding of the lesson, improves social, critical thinking, and communication skills, and promotes good character and harmonious relationship with others. (2) The level of vulnerability of students to cheat in Modular Distance Learning is very low. Students are not prone to academic dishonesty despite the influence of peers, self-efficacy, parents' expectations, and lack of knowledge. (3) There was no significant relationship between the level of influence of the digital world and the level of the vulnerability of the students to cheat. (4) There was no best indicator that correlates and influences the level of vulnerability of students to cheat and its indicators.

(1) Teachers should maximize the use of social media and social networking sites in delivering their lessons. Employ social media platforms to engage students and

ensure a better understanding of the lessons. (2) The school should help students develop and embody the character of honesty and integrity. Organize a school activity like School Camp and Values Formation to strengthen learners' good and right conduct. (3) The school should be serious about punishing students that violate intellectual property rights and deal with academic dishonesty. (4) Parents and teachers should be made aware of new techniques and strategies for students in cheating. (5) Future researchers may conduct this study again with a larger sample; the result might be improved compared to the existing study. They may also add other indicators to measure the level of influence of the digital world and the level of vulnerability of the students to cheat.

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