

Relationship among Academic Integrity and Academic Achievement of Undergraduate University Students



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Abstract

This study was to explore the relationship among academic integrity and academic achievement of undergraduate University students. Major research questions was that what is the relationship between academic integrity and academic achievement of undergraduate students? The study was correlational research. The population was all undergraduate students enrolled in Sargodha University. Using multi-stage random sampling; 23 departments were selected from four out of seven randomly selected faculties; from these departments, 395 undergraduate students of 7th semester were randomly selected. An adapted academic integrity scale was used. The data were analyzed through descriptive statistics i.e. mean, standard deviation, frequency and inferential statistics i.e. t-test ANOVA and Pearson r. Study found academic integrity have a relationship with academic achievement of undergraduate students. It is recommended that overall all the university teachers and head of the departments may arrange such activities which enhance academic integrity of university students.

Key Words

Academic Integrity, Academic Achievement, Undergraduate Students

Introduction

Academic Integrity is an important issues in education and all institutional leaders become uneasy of the fact that the new workforce is going to graduate in an academic programs but what their level of learning is that matter (Çelik & Razi, 2023). Once the learning is damaged through academic dishonesty, the expectations of institutional qualification are undermined. The ability and skill of the graduates are put into doubt. To preserve and foster the academic integrity, the collective dedication to value of the academic integrity, such as honesty, responsibility and fairness, is required, not only of the students who, in their turn, will be better equipped to be the leaders (Stone, 2023).

AI Survey of HEPI- Kortext Student Generative (2025) indicated that in a world, where 92 percent learners report using AI in some manner, compared to 66 percent five years ago, 88 percent learners report using generative AI tools to complete assignments, it is clear that we are living in a world where everything is being done through AI and so fast academic integrity is in question (Freeman, 2025).

Fundamentally, academic integrity is a shared sense of word to ethical principles in the making and spreading of knowledge, not a personal quality, but a shared value, which appears in all the academic community (Zhu, 2025). Moreover, academic success is a complex process with multitude of factors contributing to it, which include

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personal, environmental and institutional factors all of which interact in a complex manner and relationship to determine the ability of students to manage academic success (Cao et al., 2024). Academic honesty in institutions of higher learning in the world is a major challenge because of persistent cases of cheating and plagiarism that is a major risk to the main pillars of education and may lead to deterioration of the ethical and moral standards of the students (Davis, 2023).

The learning experiences of the students affect the reputation of the educational institutions and upholding of ethical values and principles in the institutions. The idea of academic integrity is a problem that institutions of higher learning are still facing with. Many studies and surveys have been conducted and continually showed that cheating is a long-standing problem with most of the factors leading to it being both direct and indirect (Sozon et al., 2024). Academic integrity excellence is essential to every student wishing to enjoy a successful career and thus study skills and routines are the most important to achieving this final goal (Aljaffer et al., 2024).

The linking of academic integrity and academic performance is an important research area. A strong positive direct relationship between academic performance and academic integrity was found (Abid et al., 2023; Jaffar, 2024).

To best support both students and institutions, a wide-ranging thought of academic integrity and misconduct are contradictory processes; to achieve this it is important to change the narrative and consider the clear concept of academic integrity and misconduct (Harrad et al., 2024). The academic integrity is a collective effort and a campus-wide effort where students, instructors, and other staff have to actively participate in.

Although Generative AI can be used to improve the quality and usefulness of the educational process, it has a high chance of committing academic dishonesty. Present study builds on the perspective of interdisciplinary views, combining theoretical concepts in educational psychology, ethical considerations in technology, and instructional design to offer a universal foundation of examining the complex relationship of academic integrity on academic performance. Academic integrity is an important issue that is not represented by many higher educational institutions. Existing research identifies two main ways to prevent gaps of academic integrity: punitive and educative. The education seeks to lower the chances of students intruding integrity by training them and providing essential skills and knowledge. Meanwhile, the pedagogical model focuses on equipping students with the accurate skills (Sbaffi & Zhao, 2022).

Present study is to find the relationship between academic integrity and academic achievement among undergraduate students at the period when the technology is changing rather rapidly. The purpose of this is to enhance academic achievement of various groups of students. Secondly, a robust framework of academic integrity is followed, which addresses three stake holders, including students, teachers, and universities. Lastly, study may provide the evidences that can lead institutional policies and interventions to facilitate in keeping academic integrity. The relevance of this study covers beyond the academic interest. This becomes particularly topical when the issue of academic integrity becomes more complicated, but at the same time more crucial to the future of higher education. Hence the study opted is “relationship among academic integrity and academic achievement.”

Literature Review

This is a simple matter of students' intention, as it is at the core of academic practice and conduct of honesty in all academic activities, and as a matter of academic integrity, students are expected to act in good faith and not to cheat, plagiarize, or otherwise engage in dishonest conduct. The importance of academic integrity lies not only in the fact that it is within the rules but also in the fact that it is very important for the development of the personal character, intellectual and overall potential of academic institutions.

A study of the status of academic integrity in educational institutions has emerged as an analytical concern, especially as the act or process of re-authorizing some of the artificial intelligence, digital technology and online learning activities. Issa & Hall (2024) presents both opportunities and contests for maintaining academic integrity in education. Similarly, students who study the learning skills that lead to better learning outcomes try to understand the academic integrity factor, which is the experience of not having to struggle in academics. Developing learning skills in students and learning institutions can help them reach their highest potential, both in terms of their academic environment and in terms of their career. Observation studies have consistently shown that commitment to academic integrity is a source of positive effects on student achievement, the creation of a real learning environment and the success of a student on the long-term basis, both in the academic and professional life.

Academic integrity is also called academic honesty, a value-based obligation to honesty, integrity, respect, responsibility, trust and integrity in the direction and assessment of academic work, which gives students a better chance of approaching their studies with the much-needed responsibility and diligence that comes from recognizing the value of original thinking and hard work (Bertram Gallant, 2017; Morris et al., 2010).

Academic integrity is maintained by students upholding respectful standards for example avoiding plagiarism, falsification, cheating, and other ways of misconduct in education, especially in the context of online learning. Academic integrity is essentially a fundamental part of professional standards in all academic activities, including collaborative teaching, research, assignments, and tests. Similarly, Newton (2016) stated that academic integrity refers to the ability and capacity of students to use good educational practices in their academic work, to have self-confidence, and to feel secure in their application throughout their academic career (Ayoub & Al-Salim, 2021). ICAI (the international Center of academic integrity) explains that there are six basic values in academic integrity; Honesty, fairness, trust, responsibility, respect and courage to act on them even when right choice is difficult (ICAI, 2021).

Academic achievement is based on cumulative grade point averages (CGPAs), which is a standardized measure of student performance in a number of courses and semesters (Malik et al., 2023). Nevertheless, the review considers qualitative aspects of academic performance, such as profound learning, abstract knowledge, and the ability to apply new knowledge to new settings. Academically honest students are in a superior position of developing learning habits that would lead to greater academic achievements. The feature of academic integrity augments the culture of trust and justice in the learning institutions where students can be assured that it is not the happenings of other students that makes them succeed but their own activities. Such a feeling of not being treated unfairly increases the instinct of the students to perform better and make them wish to behave morally in the future. Academic integrity is the act of adherence to ethical values and responsible conduct in teaching, learning, and research. It focuses on integrity, equity, trust, respect, accountability, and bravery in academics (Bertram Gallant, 2017). Academic integrity also provides declaration that the learning results of students are truly a product of their individual efforts and skills hence protecting the reputation of higher institutions of teach (Morris et al., 2010).

Academic integrity is a developed concept, which has undergone a significant transformation over the course of time and has been influenced by the alteration of social values, educational philosophy, and technological conditions. The initial methods of academic integrity were based on imposition, detection, and punishment of rules and focused more on academic misconduct as a discipline issue, which can be resolved by supervision and penalties (Hamilton & Richardson, 2007).

Nowadays, though, it is considered as an issue of learning, which can be improved, with the help of education, development of skills, peer review, and institutional culture (Hamilton & Richardson, 2007; Sbaffi & Zhao, 2022). According to this teaching turnaround, a great number of instances of academic misconduct are not due to

intentional dishonesty but rather the misperception of the academic programs, poor preparation, time constraints or a low level of self-confidence in one's ability. Instead of treating the students like potential cheaters that ought to be caught and punished, this approach places the students in the role of students who have to be motivated to acquire the knowledge, skills, and values that would enable them to maintain ethical and moral academic behaviors.

Academic honesty is a primary value in the higher education set-up as it ensures the quality and validity of the academic results of learning, assessment, and research (Hamilton & Richardson, 2007). Academic integrity is not just a policy matter in the context of higher education establishments, but also a teaching and learning challenge, which necessitates proactive pedagogical approaches (Bertram Gallant, 2017).

According to recent research, it is stated that the emergence of online education and digital technologies have only aggravated the academic misconduct issues, thus integrity education is more important than ever (Ayoub & Al-Salim, 2021; Harrad et al., 2024). It is argued that institutions should incorporate scholarly honesty to the program design, testing culture, and academic competency growth as opposed to only employing punishment (Bliss et al., 2023; McNeill, 2022).

Furthermore, promoting academic integrity in tertiary education will equip students with the ability to act ethically in their lives outside the university and especially while working professionally (Guerrero-Dib et al., 2020). According to Morris et al., (2010) pillars of five academic integrity are honesty and fairness, responsibility, courage, respect and trust.

Honesty and Fairness: Academic honesty does not simply mean meeting the regulation with the set rules but acquiring the moral trait, which goes beyond the system of schooling. Academic dishonesty is related to future unethical practice in the workplace. Academic honesty does not simply mean meeting the regulation with the set rules but acquiring the moral trait, which goes beyond the system of schooling. The professional behavior and civic duty are the results of integrity as a habit of mind (Guerrero-Dib et al., 2020; McNeill, 2022; Iloka, 2025).

Responsibility: Student responsibility means students accepting accountability of their learning, behavior, and outcomes (Ormrod, 2016, p. 512). Institutions of higher learning are faced with the responsibility of not only communicating knowledge and skills onto the student but also equipping them with the responsible citizenship and behaving in an ethical manner in their rehearsal.

Courage: It is defined as the moral or mental strength to undertake, insist, and overcome fear, trouble, or undesirable results while acting with one's principles or commitment. As the factor of academic integrity, courage is the essential value that permits staff and students to follow the principles of educational institution (Brown, 2010).

Respect: It means recognizing the worth of others' ideas, valuing the learning process, and acknowledging contributions to knowledge. It is the reciprocal obligation for members of an academic community (Palloff, & Pratt, 2009).

Trust: It is the certain belief of the ability, strength, character, or reality of someone or something. As the factor of academic integrity, it can be considered as the common belief of all contacts of the educational groups i.e. administrators, faculty, and students (McNeill, 2022).

Academic integrity and academic achievement of undergraduate students is unclear and inadequately explained in present research. The relationship between academic integrity may provide a significant background

in understanding academic achievement of undergraduate students. It aims to explore and analyze the relationship among academic integrity and academic achievement of undergraduate students.

Research question

The following questions were formulated to find their answers:

1. What is the level of academic integrity among undergraduate students?
2. What is the academic achievement of undergraduate students?
3. What is the association of academic integrity with academic achievement of undergraduate students?

Methodology

The study was correlational. The study was delimited from the University of Sargodha, one of the rising public sector university in Pakistan. The population of the study comprises all undergraduate students enrolled in Sargodha University. The sample of the population was obtained through multi-stage random sampling of undergraduate students from seven faculties. These faculties encompass a total of 23 departments, selected (15) 7th semester undergraduate students from each department, it made the sample of 395 undergraduate students.

The “Academic integrity of undergraduate students (AIUS)” were adapted to assess academic integrity through the factor honesty and fairness, trust, respect, responsibility, and courage, was constructed by the researcher, with proper guidelines of the supervisor. Academic achievement was inquired through an item included in the scale. For validation of research instruments five experts’ opinion were taken. The five experts were PhD in Education and having vast research experience. after incorporating suggestions of the expert, the instrument was administered to 100 students of 7th semester for pilot testing and a good value .939 was of Cronbach's Alpha.

Data was gathered through self-approach and analyzed through calculating mean, standard deviation, frequency and inferential statistics i.e. t-test ANOVA and Pearson r. The instrument was collected data on students' academic integrity and academic achievement.

Data Analysis and Results

The data analysis and interpretation are given below.

Table 1

Honesty and Fairness Factor of Academic Integrity

S#	Statement	SA	Ag	SA+A	N	DA	SDA	DA+SDA	Mean	SD
1	I avoid copying other fellow’s assignment.	180 (45.6%)	147 (37.2%)	327 (82.8%)	52 (13.2%)	5 (1.3%)	11 (2.8%)	16 (4%)	4.21	.92
2	I complete all my assignments honestly.	161 (40.8%)	158 (40%)	319 (80.8%)	57 (14.4%)	11 (2.8%)	8 (2%)	19 (4.8%)	4.14	.91
3	Students honestly complete their work in classroom.	112 (28.4%)	172 (43.5%)	284 (71.9%)	87 (22%)	17 (4.3)	7 (1.8%)	24 (6%)	3.92	.91
	Total	453 (38.2%)	477 (40.2%)	930 (78.4%)	196 (16.5%)	33 (2.7%)	26 (2%)	59 (4.9%)	4.14	.91

SA= Strongly Agree; Ag= Agree; SA+A= Strongly Agree & Agree; N= Neutral; DA= Disagree; SDA= Strongly Disagree & DA+SDA = Disagree & Strongly Disagree

Table 1 shows analysis of the honesty and fairness factor of academic integrity. In the statement 1, it is revealed that most (83%) of the undergraduate university students (327) strongly agreed or agreed for avoiding copying another fellows' assignment. In the statement 2, majority 81% students (319) strongly agreed or agreed that they completed all assignments honestly. In the statement 3, most of the 72% students (284) strongly agreed or agreed that they honestly completed their work in classroom.

For the factor honesty and fairness (academic integrity), majority (80.8%) of students reported that they completed their work honestly and fairly on time.

Table 2
Trust Factor of Academic Integrity

S#	Statement	SA	Ag	SA+A	N	DA	SDA	DA+SDA	Mean	SD
4	I complete my work without cheating.	151 (38.2%)	167 (42.3%)	318 (80.5%)	61 (15.4%)	9 (2.3%)	7 (1.8%)	16 (4%)	4.12	.87
5	Our teachers expect all students to maintain academic integrity.	171 (43.3%)	163 (41.3%)	334 (84.6%)	54 (13.7%)	2 (.5%)	5 (1.3%)	7 (1.8%)	4.24	.80
6	My knowledge of academic integrity helps in my academic performance (grades, GPA).	155 (39.2%)	178 (45%)	333 (84.3%)	51 (13%)	4 (1%)	7 (1.8%)	11 (2.8%)	4.18	.82
Total		477 (40.3%)	508 (42.9%)	985 (83%)	166 (14%)	15 (1.3%)	19 (1.6%)	34 (2.9%)	4.24	.80

SA= Strongly Agree; Ag= Agree; SA+A= Strongly Agree & Agree; N= Neutral; DA= Disagree; SDA= Strongly Disagree & DA+SDA = Disagree & Strongly Disagree

Table 2 is about analysis of the trust factor of academic integrity. In statement 4, mostly 80.5% students (318) agreed or strongly agreed that they completed work without cheating, In statement 5, majority of the 84.6% students (334) agreed or strongly agreed that teachers expected all students to maintain academic integrity. In statement 6, most of the 84.3% students (333) agreed or strongly agreed that their knowledge of academic integrity helped in academic performance.

For the factor trust (academic integrity), 83% students reported that they trust quality of their own academic work.

Table 3
Responsibility Factor of Academic Integrity

S#	Statement	SA	Ag	SA+A	N	DA	SDA	DA+SDA	Mean	SD
7	I submit my assignment work on time	184 (46.6%)	155 (39.2%)	339 (85.5%)	49 (12.4%)	3 (.8%)	4 (1%)	7 (4%)	4.29	.79
8	I take responsibility for submitting my own assignment.	193 (49%)	160 (40.5%)	353 (89.4%)	34 (8.6%)	2 (.5%)	6 (1.5%)	8 (2%)	4.34	.78
9	I follow academic rules.	182 (46%)	155 (39.2%)	337 (85.3%)	50 (12.7%)	3 (.8%)	5 (1.3%)	8 (2%)	4.28	.81
Total		559 (47.2%)	470 (39.7%)	1029 (86.8%)	133 (11.2%)	8 (0.7%)	15 (1.3%)	23 (1.9%)	4.27	.78

SA= Strongly Agree; Ag= Agree; SA+A= Strongly Agree & Agree; N= Neutral; DA= Disagree; SDA= Strongly Disagree & DA+SDA = Disagree & Strongly Disagree

Table 3 indicated that majority of the 85.5% students (339) strongly agreed or agreed that they submitted assignments on time. Mostly 89.4% students (353) agreed or strongly agreed that they took responsibility submitting their own assignments. Most of the 85.3% students (337) strongly agreed or agreed that they followed academic rules.

For the factor responsibility (academic integrity), 86.8% students reported that they took responsibility for submitting assignments on time.

Table 4
Respect Factor of Academic Integrity

S#	Statement	SA	Ag	SA+A	N	DA	SDA	DA+SDA	Mean	SD
7	I value classroom work and time.	182 (46%)	154 (39.05)	336 (85.1)	49 (12.4%)	2 (9.5%)	8 (2.0%)	10 (2.5%)	4.26	.84
8	I avoid using disturbing language in class.	185 (46.8%)	156 (39.5%)	341 (86.3%)	47 (11.9%)	2 (.5%)	5 (1.3%)	7 (1.8%)	4.30	.79
9	I respect classmate’s opinions during class discussion.	173 (43.8%)	163 (41.3%)	336 (85.1%)	51 (12.9%)	2 (.5%)	6 (1.5%)	8 (2.0%)	4.25	.81
	Total	540 (45.6%)	473 (39.9%)	1013 (85.5%)	147 (12.4%)	6 (0.5%)	19 (1.6%)	25 (2.1%)	4.30	.83

SA= Strongly Agree; Ag= Agree; SA+A= Strongly Agree & Agree; N= Neutral; DA= Disagree; SDA= Strongly Disagree & DA+SDA = Disagree & Strongly Disagree

Table 4 shows that majority of the 85% students (336) strongly agreed or agreed that they valued classroom work and time. Mostly 86.3% students (341) strongly agreed or agreed that they avoided using disturbing language in class. Most of the 85% students (336) strongly agreed or agreed that they respect classmates’ opinion during class discussion. For the factor respect (academic integrity), (85.5%) students reported that they respect classroom work and time.

Table 5
Courage Factor of Academic Integrity

S#	Statement	SA	Ag	SA+A	N	DA	SDA	DA+SDA	Mean	SD
7	I prefer to accept my mistake rather than lying or cheating.	193 (49%)	154 (39.0%)	347 (88%)	41 (10%)	1 (.3%)	6 (1.5%)	7 (1.8%)	4.33	.79
8	I encourage classmates to do the right things even when it’s difficult.	150 (38%)	188 (47.6%)	338 (85.6%)	49 (12.4%)	1 (.3%)	7 (1.8%)	8 (2%)	4.19	.79
9	I feel satisfied for choosing honest way.	199 (50.4%)	156 (39.5%)	355 (90%)	33 (8.4%)	1 (.3%)	6 (1.5%)	7 (1.8%)	4.37	.77
	Total	542 (45.7%)	498 (42%)	1040 (87.8%)	123 (10.4%)	3 (0.3%)	19 (1.6%)	22 (2%)	4.39	.79

SA= Strongly Agree; Ag= Agree; SA+A= Strongly Agree & Agree; N= Neutral; DA= Disagree; SDA= Strongly Disagree & DA+SDA = Disagree & Strongly Disagree

Table 5 shows that 88% means majority of the students (347) agreed or strongly agreed that they preferred to accept mistakes rather than lying or cheating, whereas 10% students (41) remained neutral with their responses, while only few 1.8% students (7) disagreed or strongly disagreed. Majority of the 85.6% students (338) agreed or strongly agreed that they encouraged classmates to do the right things even when it's difficult, while 12.4% students (49) remained neutral, thus only few 2% students (8) disagreed or strongly disagreed. Most of the 90% students (355) agreed or strongly agreed that they feel satisfied for choosing honest way, whereas (8.4%) students 33 remained neutral, and few (1.8%) students 7 disagreed or strongly disagreed.

For the factor courage (academic integrity), 87.8% students reported that they encouraged classmates to do the right things and for choosing honest way.

Table 6
Overall and Factor-wise Comparison of Levels of Academic Integrity

Sr#	Factor	Low	Medium	High
1	Honesty and fairness	14 (3.5%)	90 (22.8%)	291 (73.7%)
2	Trust	6 (1.5%)	86 (21.8%)	303 (76.7%)
3	Responsibility	4 (1%)	66 (16.7%)	325 (82.3%)
4	Respect	6 (1.5%)	63 (16%)	326 (82.5%)
5	Courage	7 (1.8%)	52 (13.2%)	336 (85%)
Overall Academic integrity		4 (1%)	38 (9.6%)	353 (89.4%)

Table 6 indicates factor wise categorization academic integrity of undergraduate students represent overall levels. The data indicates that majority of undergraduate students demonstrate a high level of academic integrity factors, honesty and fairness (73.7%), trust (76.7%), responsibility (82.3%), respect (82.5%) and courage (85%). Whereas overall academic integrity majority of undergraduate students (89.4%) was also high.

Table 7
Gender-based Comparison of Honesty and Fairness Factor of Academic Integrity of Students

Gender	N	Mean	SD	t	df	p-value
Male	141	2.71	.50	.222	393	.825
Female	254	2.69	.54			

Table 7 shows that t-value = .222, df = .393 and p-value =.0825 greater than 0.05 shows that no significant difference exists between male and female undergraduate student in their mean score. Hence both female and male students reported similar level of honesty in educational process.

Table 8
Gender-wise Analysis of Trust Factor of Academic Integrity of Undergraduate Students

Gender	N	Mean	SD	t	df	p-value
Male	141	2.75	.47	.221	393	.825
Female	254	2.74	.46			

Table 8 shows that $t\text{-value}=.221$, $df=393$ (df), and $p\text{-value}$ is $.825 > 0.05$, it indicates no significant difference between female and male students' report about trust. Hence both male and female undergraduate student's shows similar level of trust for academic purpose.

Table 9

Gender-based Analysis of Responsibility Factor of Academic Integrity of Undergraduate Students

Gender	N	Mean	SD	t	df	p-value
Male	141	2.78	.44	-.90	393	.366
Female	254	2.82	.39			

Table 9 shows that the $t\text{-value} = -.90$, $df = 393$, and $p\text{-value} .366 > 0.05$, which means no statistically significant difference exist between female and male undergraduate students' report about their responsibility the factor of academic integrity.

Table 10

Gender-based Analysis of Respect Factor of Academic Integrity of Undergraduate Students

Gender	N	Mean	SD	t	df	p-value
Male	141	12.54	2.12	-2.06	393	.039
Female	254	12.9	1.95			

Table 10 shows $t\text{-value} = -2.06$, $df=393$, $p\text{-value}.039$ is less than 0.05 , which reflects that there exists a significant difference between report of female and male undergraduate students about respect factor of academic integrity. The greater mean score 12.9 , and $SD=1.95$ reflects that female undergraduate students show better respect as compared to their male counterparts ($M=12.54$, $SD=2.12$),

Table 11

Gender-based Analysis of Courage Factor of Academic Integrity of Undergraduate Students

Gender	N	Mean	SD	t	df	p-value
Male	141	12.78	2.02	-.904	393	.366
Female	254	12.96	1.77			

Table 11 shows that $t\text{-value} = -.904$, $df = 393$ and the $p\text{-value} = .366 > 0.05$ reflects that no significance was there difference between female and male undergraduate students' report about their courage the factor of academic integrity. Hence the male and female undergraduate students showed equivalent courage.

Table 12

Gender based Overall Comparison of Academic Integrity of Undergraduate Students

Gender	N	Mean	SD	t	df	p-value
Male	141	62.65	8.65	-1.551	393	.122
Female	254	63.96	7.62			

Table 12 indicates that $t\text{-value} = -1.551$, $df=393$ and $p\text{-value} = .122 > .05$ reflects no significant difference between the reports of female and male undergraduate students about academic integrity. Hence both female and male undergraduate students had equivalent academic integrity.

Table 13

One-way ANOVA for Comparison of Academic Integrity with Respect to Faculties

		Sum of square	df	Mean Square	F	p-value
AI	Between Groups	768.157	3	256.052	4.069	.007
	Within Groups	24606.592	391	62.932		
	Total	25374.749	394			

In table 13 shows that One-way ANOVA comparison of academic integrity with respect to their faculties. The data result indicates that there was statistically significant difference in academic integrity of undergraduate students between the groups. The F-value (3,391) = 4.069, p -value = .007 < .05, the significant difference exists between the reports of undergraduate students of different faculties of university of Sargodha. The significant results of post hoc test (LSD) are presented below.

Table 14

Post hoc Analysis (LSD) for Faculty-wise Difference in Academic Integrity

Department (1)	Department (2)	Mean difference	Sig (p-value)
Social science	Science	-2.85*	.004
Arts and humanities	Science	3.52*	.004
	Social science	3.52	.004

Table 14 shows that the negative mean difference -2.85, was significant at p-value .004 < .05, it indicates that the undergraduate students of science faculty had better academic integrity than the undergraduate students of the faculty of social sciences. Whereas the undergraduate students of the faculty of Arts and Humanities had better academic integrity than the students of faculty of science (mean difference = 3.52) and the students of faculty of social science (mean difference = 3.52)

Table 15

Correlation Between Academic Integrity and Academic Achievement

Variable	N	Mean	SD	Pearson r	p-value
Academic integrity	395	63.49	8.02	.168	.001
Academic achievement	395	3.33	.42		

Table 15 shows Pearson (r)= (395) =.168, p=0.01<0.05 reflects that there is a significant positive but weak relationship between academic integrity with mean score (M=63.49, SD=8.02) and academic achievement with mean score (M=74.51, SD=9.51).

Conclusion and Discussion

This study was opted to examine the correlation between academic integrity and academic achievement of undergraduate students from university of Sargodha. The study result agree with current knowledge studies good academic integrity demonstrate when students consistently uphold with its factor honesty and fairness, responsibility, respect, trust, and courage in all their academic work, most of the students said that academic integrity promote original thinking, motivated to learn and perform honestly. Bertram Gallant (2017) argued that academic integrity includes is not only the absence of cheating, it also refers to the presence of positive values that influence students daily academic decision include honesty and responsibility. Mahmood and Kuan (2025)

demonstrate similar results about the level of academic integrity and its factors like honesty, fairness, trust, respect and responsibility.

Ayoub et al. (2021) stated that academic integrity enhances better learning outcomes and raising personal growth. The current study indicates that male and female undergraduate students had equivalent academic integrity. Crown and Spiller (1998) stated that more recent research shows that the rate of academic misconduct by females is similar to that of men. McCabe & Trevino (2001) also found that female undergraduate students typically uphold higher ethical standards and are less engaged in cheating actions. Mahmood and Kuan (2025) demonstrated that female students have slightly higher academic integrity than male students.

The recent study result showed that students of sciences had better academic integrity than students of social sciences, while students of arts and humanities had better academic integrity than students of sciences and social sciences. While, Ossai et al. (2024) found that social science, science and arts and humanities recorded the highest academic integrity scores.

The current study result showed that academic integrity and academic achievement of undergraduate students had positive but weak relationship. While Iloka (2025) found that academic integrity, and academic achievement had strong relationship. The reason for this difference may be that due to students of University of Sargodha are mostly from rural background and cares less about ethical values.

Recommendation

On the basis of findings, it is recommended that the head of the departments and teachers of these departments may organize seminars, and ethical development activities which may be helpful for enhance students' academic integrity of undergraduate students.

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