

Campus Integrity Crusaders (CIC) Status among the Public Secondary Schools: A Case Study

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Abstract – This study determined the Campus Integrity Crusaders status among public secondary school in Region I. Specifically; it determined the status of implementation of Campus Integrity Crusaders among the 10 public secondary schools. This study looked into: 1) profile of the school implementing Campus Integrity in Region I in terms of student population, numbers of teachers and personnel, and number of years in implementing the CIC Program. 2) mission and objectives of the organization. 3) implementation scheme of the CICs on the composition of officers, selection process of officers, and availability of implementing rules, policies and guidelines, 4) programs, activities, and projects conducted along Spiritualism, Humanism, Nationalism, and Environmental Protection, 5) problems encountered in the implementation of CIC among the implementing schools, 6) suggestions of the respondents to improve the implementation of the CIC.

Descriptive case study method of research was employed. Questionnaires and informal interview were used as data gathering and data were presented through case analyses.

Researcher arrived at the following findings and conclusions: The CIC program was implemented among public secondary schools in Region 1. Focus of the mission and objectives are on corruption prevention, leadership skills, social responsibility and integrity. CIC's have voted officers and have existing rules, policies and guidelines. The CIC's have various programs, projects and activities on spiritualism, humanism, nationalism and environmental protection. The CIC's have monetary and time related problems.

The researcher arrived at the following recommendations: 1) all public secondary schools are encouraged to accredit Campus Integrity Crusaders, 2) continue their mission in developing good values among the youth, 3) upgrade to suit the changing trends in a digital society, 4) the CIC's should promote more projects and activities on spiritualism, 5) collaborate with the other organizations to seek financial assistance and time management, 6) more in-depth research studies should be conducted.

Keywords – Campus Integrity Crusaders, Integrity, Public Secondary School, Status

INTRODUCTION

Education plays a significant role to design future as a successful person in life and as a useful citizen in the society. Integrity is one of the reasons why so many people struggle to live. Being honest now a day every time, everywhere has become a big issue. In every institution they are trying to inculcate this value. Even in the bible a thousand year ago being honest or having integrity is also concerned.

In Luke 16:10 we can read about trusting someone, it says that;

“Whoever can be trusted with very little can also be trusted with much, and whoever is dishonest with very little will also dishonest with much.”

Globally, there are many studies tackling integrity in the government, in a school and even in personal. [1] Global Integrity as an independent and non- profit organization tracking governance and corruption trends around the world using local

teams of researchers and journalists monitoring openness and accountability of one country.

Base on the [2] Transparency International Youth Integrity Survey held 2014, integrity is in crisis around Asia Pacific Region. Their finding shows that young people in Asia face challenges in upholding their own integrity standards. Based on the survey, they confess that they are willing to behave corruptly if it provides personal benefit.

To realize a truly corrupt – free Philippines, each and every Filipino, should pledge to live a life of integrity. “In the literal and figurative sense, integrity begins with “I” – it starts with a personal choice” Ramon R. del Rosario, Chairman of the Integrity Initiative shared this thought during [3] Third Integrity Summit held in Makati, Philippines. Integrity is not just about culture change but also about systemic performance via the constitutional framework according to Chief Justice Ma. Lourdes A. Serano. Ombudsman Conchito Carpio- Morales ended her speech with a common and valid observation that corruption or dishonesty is increasingly becoming systemic, emphasizing that there is no absolute cure to corruption, that is why prevention appears the only remedy or antidote against this social illness.

Integrity Definition

In the book of [4] Maxwell J. (1995) with a title *Developing the Leader within You*, he gave focused on integrity as the most important ingredient of leadership. It is not what we do as much as whom we are. It is not what we do as much as whom we are. And who we are, in turn, determines what we do. He also added what people think we are is image. Integrity is what we really are. Nowadays, some of our companions were not the same on the outside as they were inside. Sometimes even closes friends who thought they knew them are surprised if they will know that they’re not really know the inner side of their friends. Maxwell also says that integrity is not a given factor in everyone’s life. It is a result of self- discipline, inner trust, and a decision to be relentlessly honest in all situations in our lives.

According to [5] Cloud (2005), Integrity is character, ethics, and morals. Integrity is combination and can make a people as a good

human being. In his book Integrity defines integrity as simply honesty can be a key to success. He also says that a person with integrity must have the ability pulling everything together; to making it all happen no what are the circumstances. There are six characteristics that truly define integrity and how do we notice people with this quality as follows; build trust and able to connect with other people, orient towards reality, complete task well, embrace negativity, aiming toward increase, and have an understanding of the supreme changes.

Factors Affecting Integrity

According to Paajenen in [6] Suryade et al, (2018) personal integrity in relation to dishonesty, not only influenced by individual factors, but also influenced by the factor of the situation. He identified a number of individual variables considered as factors affecting dishonesty. These factors are: (1) undependability, the individual irresponsible, impulsive, careless, and so are considered to be associated with dishonesty and fraud; (2) problems in socialization, individuals with values that have not evolved, or has a history of delinquency; (3) attitudes regarding deviance and theft, individual who have a positive attitude towards thieves and delinquent behavior (naughty); (4) problems with authority relationships, individuals who have difficulty for interaction or relationship with the authorities; (5) excitement seeking, individuals who engage in thrill-seeking behavior or other courageous; (6) work motivation, individual with low level of work motivation; (7) social influences; individuals are easily influenced by a friend of the same age or others; (8) unstable upbringing, individuals with unstable family life; (9) drug use, individuals with a history of drug abuse; and (10) unmet need, individuals with low self-esteem, low job satisfaction, and so on associated with dishonesty and fraud.

The book of [7] Francis S. (2018) with a title *The Courage Way, Leading and Living with Integrity*, gives emphasize the importance of courage in our everyday life. She also stated that the world is calling for courage. There are four kinds of courage cited by Francis from the book of Rollo

May's 1975, *The Courage to Create*: physical, moral, social, and creative courage.

[5] give emphasis to his book, *Integrity: The Courage to Meet the Demands of Reality* that character includes more than ethics and morals.

In reality person's always have a choice if how he or she will be going to face some situations that came to his or her life. In some instances, especially when we get mad at some reasons, our inner character that even we know it is wrong if it will be done, we just go for it. That is why we can say that sometimes emotion and situation can really affect our character.

[8] Covey S. (2004) in his book *the 8TH Habit; from Effectiveness to Greatness*, that number one to be able to help others changing view is to change yourself. He also says that there is no bigger gift when people born with the ability to choose. Covey also tackled about four kinds of intelligence people have as follows: (1) Physical intelligence, which is your body's ability to function mostly on autopilot, without conscious direction, (2) Mental Intelligence, we call it Intelligent Quotient, (3) Emotional Intelligence, are about empathy and sometimes called Emotional Quotient, and (4) Spiritual intelligence, which is people moral compass that drives your life's true meaning.

When people are born, free-will is the greatest gift that received from above. People every day have facing many choices and, in the latter, they cannot blame others for what they did. Some students caught cheating then suddenly if you ask them why they did that, some of them pointing others. Unlike plants and animals that cannot move or think, human can choose every action and every decision.

In the journal wrote by [9] Howells (1938) with a title *Factors Influencing Honesty* that he evaluates factors that have been supposed to influence honesty. Among these are; (a) the IQ of the person, how this people comprehend and appreciate moral values; (b) the needs that drive for dishonesty; and (c) the degree or directness of the relationship to which it is personal, general or institutional.

Becoming a person with integrity at all times are very hard especially when people living in not

good situation. Sometimes people telling white lies just to save other people or themselves.

Integrity in Education

October 11, 2016, President RODRIGO R. Duterte signed [10] Executive Order No. 5, s. 2016 approving and adopting the 25- year long- term vision the *Ambisyon Natin 2040* as guide for development planning that laid down the four areas for strategic policies, programs, and projects which is one this area is to build a high – trust society over the next 25 years.

Trustworthy community members have a big part to our government especially to develop our country. Present administration is aiming to strengthen the foundation of this nation by molding the values of every one student from the very beginning at their young age.

Pursuant to [11] DepEd Order (DO) No. 52, s. 2015 entitled *New Organizational Structures of the Central, Regional and Schools Division Offices of the Department of Education*, Dr. Juan R. Araojo Jr. Chief Education Program Specialist discussed during the orientation about the Youth Formation Division (YFD) as a newly-formed division under the Bureau of Learner Support Services (BLSS) in the Department of Education Central Office. It aims is develop the Filipino youth for societal development, a Filipino Youth that understands that society cannot be successful unless all of its parts work together and address the nonworking parts in the society by providing a learner-centered development towards a proactive Filipino youth.

As per [12] DepEd Order No. 8, s. 2015 on page 20, IV; the core values of the Filipino child are reflected in the report card. The core values have been translated into a behavior statement. In addition, indicators have been formulated for each behavior statement. Schools may craft additional indicators for the behavior statements but must ensure that these are child-centered, gender-fair, and, age and culture appropriate. To support the development of these core values, schools must make sure that their homeroom guidance program promotes them. Additional opportunities maybe integrated into class discussion in all learning areas.

To be able to promote Filipino values, the [13] DepEd Order 36, S. 2013 officially adopt and states that there shall be only four core values adopted by all offices and schools which are Maka-Diyos, Maka-tao, Maka-kalikasan at Maka-bansa.

Developing and maintaining integrity require constant attention according to [14] Maxwell J (2013) to his book *How to Influence People* (p.5). Maxwell also says that integrity is not determined by circumstances. He also cited that some psychologist and sociologist telling that many people of poor character would not be the way they are if only they have grown up in different environment. Having integrity is like a good reputation that is so valuable.

As old saying by Dutch philosopher Desiderius Erasmus, prevention is better than cure. To ensure that even in the young age of Filipinos instill the value of integrity government and some organization try to inculcate this behavior. One project of the Ombudsman focused on the value of integrity, the Campus Integrity Crusaders.

[15] Campus Integrity Crusaders refers to any non-partisan school-based youth organization recognized by a secondary or tertiary educational institution and duly accredited by the Office of the Ombudsman. Formerly known as the Junior Graft watch Unit, the CIC is part of the Ombudsman Integrity Caravan in coordination with the Department of Education. The CIC started last May 2013 as part of the Ombudsman's outreach program for the academe to promote good governance among the youth. Campus Integrity Crusaders now is now on seven years of implementation that is why the researcher takes action to know the status of this organization (CIC) among public secondary school implementing this project and proposed intervention to address the problem encountered during implementation.

OBJECTIVES OF THE STUDY

The objective of this study is to determine the Campus Integrity Crusaders status among public secondary school in Region I. Specifically; it determined the status of implementation of Campus Integrity Crusaders among the 10 public secondary schools. In doing so, this study looked into: 1)

profile of the school implementing Campus Integrity in Region I in terms of student population, numbers of teachers and personnel, and number of years in implementing the CIC Program. 2) the mission and objectives of the organization. 3) implementation scheme of the CICs on the composition of officers, selection process of officers, and availability of implementing rules, policies and guidelines, 4) CIC programs, activities, and projects conducted along (Maka-Diyos) Spiritualism, (Maka-Tao) Humanism, (Maka-bansa) Nationalism, and (Maka-kalikasan) Environmental Protection, 5) the problems encountered in the implementation of CIC among the implementing schools, 6) the suggestions of the respondents to improve the implementation of the CIC.

MATERIALS AND METHODS

The descriptive case study method of research was employed. Questionnaires and informal interview were used as data gathering for the respondents. The data were presented through case analyses and ranking the results.

Preparation and Validation of Instrument

The primary instrument of this research was a survey questionnaire which was designed to answer the problems of this research. There were ten (10) questions made to elicit the needed information regarding the Campus Integrity Crusaders (CIC) profile such as student population, numbers of teachers and personnel, and number of years in implementing the CIC Program. It also inquires for the mission and objectives of the CIC organization; the composition of the organizations' officers and members; as well as the implementing rules, policies, and guidelines. In addition, it also includes the CIC programs, activities, and projects conducted along (Maka-Diyos) Spiritualism; (Maka-Tao) Humanism; (Maka-bansa) Nationalism, and (Maka-kalikasan) Environmental Protection. Moreover, the survey asks the respondents to evaluate the problems encountered in the implementation of CIC programs and activities among the implementing schools. Finally, the last

part of the survey questionnaire requires for the suggestions and the recommendation to improve the implementation of the CIC especially on solutions that address the problems encountered in the implementation of the CIC among the implementing schools.

Data Gathering Procedure

The researcher had secured the approval of the School Division Superintendents in every division, School Heads from the school implementing Campus Integrity Crusaders (CIC) before the conduct of this study to have legal authority and proper protocol in gathering the data needed. Then, the concerned respondents in the study were given the questionnaires in google forms. These were sent thru their messengers. In return, after filling up the google forms, they sent back the filled-up forms to the researcher thru his messenger.

RESULTS AND DISCUSSION

The public secondary school implementing CIC have an average of eight hundred thirty-nine (839) number of students, fifty-five (55) teachers and personnels, and 4.9 years of implementation.

The mission and objectives of the CIC organization is to empower the youth in their involvement in promoting corruption prevention by developing leadership skills, social responsibility and instilling values of integrity. The CIC's have 14 to 17 officers who are selected by vote (60% of CIC's) and all (100%) have implementing rules guidelines and policies.

To inculcate and instill integrity in the school, all accredited CIC organizations had implemented programs, activities and projects along DepEd core values: Maka-Diyos (Spiritualism), Makatao (Humanism), Makabansa (Nationalism) and Makakalikasan (Environmental Protection). To instill spiritualism to all students, the programs, activities and projects made were: Film Viewing on Integrity, Values Formation through Symposia, Bible Sharing, Essay Writing Contest, Integrity: How to be You?, and Moral Related Painting. To instill humanism, the activities made were: Honesty Store, CIC Symposia, Workshop on Good Manners and Right Conduct, Subject Integration, Anti- Drug Campaign, Poster Slogan Making Contest,

"Tsinelaserye" Gift Giving Programs, and Seminar Workshop on Filipino Core Values. To instill nationalism, the CIC organizations activities were: Symposium on Anti-Graft and Corruption, Slogan and Poster Making on Love of Country (e. g. "Larawan ng Kabataang Nagmamahal sa Bayan"), and integrity dissemination through Publishing Article. To protect our environment the programs, activities and projects made were: Tree Planting, Poster and Slogan Making Contest, Clean- up Drive, and Kalat mo, Pulot mo! Campaign.

The problems encountered by the CIC organizations are lack of funds (6 out of 10 or 60%) and time constraints (3 out of 10 or 30%).

CONCLUSION AND RECOMMENDATION

Based on the findings, the following conclusions were drawn: The CIC program was implemented with the average of 4.9 years among the public secondary schools in Region 1. The focus of the CIC mission and objectives are on corruption prevention, leadership skills, social responsibility and integrity among the students. The CIC's have voted officers and have existing rules, policies and guidelines. The CIC's have various programs, projects and activities on spiritualism, humanism, nationalism and environmental protection. The CIC's have monetary and time related problems.

In view of the findings, the respondents recommend that: All public secondary schools are encouraged to accredit Campus Integrity Crusaders. Continue their mission in developing good values among the youth. Upgrade to suit the changing trends in a digital society. The CIC's should promote more projects and activities on spiritualism. Collaborate with the other organizations to seek financial assistance and time management. More in-depth research studies should be conducted to look into other aspects of Campus Integrity Crusaders implementation in a broader scope.

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