

Factors Influencing Plagiarism among Faculty Members and Research Scholars in Higher Education System

Nazia Salauddin*

Plagiarism considered serious academic misconduct and a violation of academic integrity and ethics. This study identified users' perceptions and attitudes about plagiarism and strategies for prohibiting in academia and found out the potential causes of plagiarism among higher education systems. The survey result demonstrates the primary cause of plagiarism appearance and how different plagiarism indicators have been evaluated within the primary causes. The findings show that information and communication technology, specifically responsible for two factors, easiness of copying and availability of access to resources and new technologies, has a substance to responsible for plagiarism. Similarly identified certain distinctions between low- and high-motivated students, Academic skills, instructional variables, and other plagiarism-related reasons all had different average values that were confirm, with the average for less motivated students being significantly different from the average for more motivated students. Additionally, most users spend more time on the internet, although there is no connection between internet use and plagiarism. The primary purpose of the academic fraternity must transmit learning skills and knowledge. The intention based on ethical principles resulting from its misconduct, and plagiarism is just exploitation for an academic career. Academicians can significantly contribute to the correct set of skills to prevent students from plagiarizing, independently of the student's experiences.

Key Words: Academic Integrity, Plagiarism, Higher Education, Ethical issues, Academic Skills

1 INTRODUCTION

Plagiarism is a serious academic violation that arises when someone shows the work or ideas of someone else as their own without giving credit or citing

* Assistant Librarian, Education Department Library. Integral University Lucknow-226026

the source. Several things can cause students in higher education to plagiarize. Many students do not know anything about academic writing or skills, and they do not have to learn how to quote sources and stay away from plagiarism properly. The main cause has gaps in their training and skills in education, unfamiliar with the conventions of academic writing in their new academic environment. Often, they have a lot of stress and pressure to finish their work/ projects on time, which can lead to shortcuts, such as copying and pasting information from the internet, without proper citation. They may be so afraid of failing the courses that they plagiarize to ensure they get good grades. They may feel overwhelmed by the volume of work they expected to complete quickly, leading them to take shortcuts like plagiarism. With the ICT tool, it is easy to find information on the internet, and students may be tempted to copy and paste from different sources without giving credit. Students from some cultures may view plagiarism differently than students from other cultures, leading to misunderstandings about what constitutes plagiarism. It is very significant for educators to be aware of these aspects and take precautionary steps to instruct students about academic integrity and what happens when they copy from other sources. Educators should be aware of these things and do what they can to teach students about academic integrity and the effects of plagiarism. This could mean giving clear instructions on how to properly cite the sources, conducting sessions on academic writing, and using software to find plagiarism to discourage students from doing it.

The widespread problem of plagiarism in today's higher education institutions has captured the attention of academics. Indeed, academic dishonesty in the form of plagiarism poses a significant challenge for institutions of higher education since it undermines the integrity of scholarly work and the value of degrees earned. It is a form of academic misconduct, which carries substantial repercussions, such as being expulsions from college and university, dreaded from class and failing grade in the existed course. It is essential, to avoid plagiarism, to give credit where credit is due to the work that was done and to cite your sources properly. The convenience of the internet accessibility has made it simpler for students to copy the contents, but it has also made it less difficult for teachers to identify instances of plagiarism committed by pupils.(Evering & Moorman, 2012) use of plagiarism detection tools and the implementation of strict academic integrity policies have helped to curb plagiarism.

Plagiarism is an idea about an intricate phenomenon that caused by several things, like not knowing enough, feeling pressured, not knowing how crucial academic integrity and ethics are, or even doing it on purpose. However, it is essential to note that plagiarism is not only a problem among students, researchers, and professionals; it is also a theory of the complex phenomenon. As a result, the answer to this issue is to identify and penalize instances of

plagiarism, educate students, and increase awareness about the importance of maintaining academic integrity and avoiding plagiarism. Students frequently experience high levels of anxiety and stress, which many things can ignite the expectations placed on them academically, the competition they encounter from their peers, the desire to succeed, and the fear that they will fail. The stress they are under can harm their mental health, well-being, and academic achievement. Plagiarism reduced mainly by developing tools that can identify it and adopting more stringent standards regarding academic integrity. (Selemani et al., 2018)

2 ACADEMIC INTEGRITY AND PLAGIARISM:

Academic integrity is essential because it shows how honest, trustworthy, and responsible educationists are in their studies. Users have always expected to do their analysis, writing, and coursework honestly and ethically. Plagiarism breaches academic integrity because it means passing off someone else's work or thoughts as your own. This reduces the value of academic work and can lead to significant concerns for the users, like failing grades, academic probation, or even thrown out of the educational institution. Academic integrity is important because it helps keep the credibility and image of the institution upwards. When students plagiarize, it threatens the institution's reputation and makes people question the quality of its academic programs.

Therefore, academic integrity is essential for the development of critical thinking and research skills. When users engage in research and writing, they have expected to analyze and synthesize information from various sources and to produce original ideas and insights. By doing so, they learn about the subject matter and develop skills that will be valuable in their future careers.

In summary, academic integrity is essential for maintaining trust and credibility in higher education, and plagiarism has a violation of academic integrity. It is important for students to understand the guidelines for proper citation and referencing and for institutions to provide resources and support to help students understand and adhere to academic integrity standards.

3 RESEARCH QUESTIONS

The research sought to know the causes of plagiarism among the students at higher education institutions. The findings aid students in understanding how they may have avoided or minimized plagiarism. The survey's objective was to learn what respondents believed about maintaining academic integrity, how students understand various categories of potential plagiarism, which of these categories are more prevalent, and how the general and opinion portions of the survey connect to one another.

This research explores how the student's social life and the rest of the

academic community could support him or her in resolving the hurdle of plagiarism-related problems. The influence of information and communication technologies, control, penalties, repercussions, academic skills, the teacher element, and other pressures are the categories we used to group the causes of plagiarism.

They put the different reasons for copying into different groups, such as “ICT control, academic skills, pressure from the public, teacher factor, happiness, and maybe some other cause.” The questions for the study were split into the different groups.”

3.1 RQ1: Students’ perspectives on the root causes of plagiarism in higher education and how male and female student’s discrepancies can be addressed.

3.2 RQ 2: Elements influencing plagiarism among research scholars and faculty members and what are factors influencing plagiarism in higher education.

3.3 RQ 3: What are the major factors influencing plagiarism between different departments of the university?

4 THEORETICAL BACKGROUND OF PLAGIARISM

Plagiarism is the process of using another person’s work or ideas without proper credit or permission. It has treated as serious academic misconduct and not tolerated in most educational institutions and professional settings. The theoretical background of plagiarism is rooted in principles of intellectual property and academic integrity. It based on the idea that original thought and creative expressions deserve recognition and protection. Therefore, plagiarism seen as a violation of the right to receive credit for one’s work and the right to control the use of one’s ideas.

In the digital age, plagiarism has become easier to detect and prevent with software tools, but it remains a persistent challenge in education and academic research. The theoretical background of plagiarism highlights the importance of proper citation, attribution, and ethical behavior in the creation and dissemination of knowledge. (Halgamuge, 2017) stated that the Turnitin platform improves instruction outcomes and academic skills tremendously.

(Martin et al., 2009) articulated that the plagiarism has gained a foothold in the worlds of academia and business, according to recent research findings, which also found legitimized plagiarism and academic dishonesty, serve as the foundation. (Lopez, 2019) found that the academic dishonesty and found that low self-esteem and fear of failure were significant predictors of plagiarism. (Festas et al., 2022) has extensively explained the topic of academic integrity and plagiarism. His work has been widely cited in the field, and he has researched the prevalence and causes of the consequences of plagiarism among college students. (Chien, 2017) suggested in education technology ethics has important for the users to use the technologies. Students must

inculcate academic ethics and integrity in online learning. (Rieh et al., 2022) advocated the reasons why college students plagiarize, the researchers discovered that a lack of understanding of what constitutes plagiarism, poor study habits, and poor management of time was frequent contributing causes. (Wolfersberger, 2018) to avoid plagiarism, instructors must provide criteria for assignments as well as multiple teaching skills that can reduce the possibility of plagiarism while simultaneously enhancing the capacity to remedy unplanned plagiarism. (Waigand, 2019) stated that the majority of people things that software help to enhance paraphrasing skill and learn how to eliminate the similarity of content as well.

5 REVIEW OF RELATED LITERATURE

(Setin et al., 2022) evaluates educators' perceptions of ethics and plagiarism with five universities differentiating between the A- B grades. Most respondents considered plagiarism unethical practice, and they influences the academic position of the ethical environment. (Festas et al., 2022) focuses on the academic integrity frame of the strategies used by Portuguese university scholars. The results show that scholars often use copy-and-paste patch writing. (Mansoor et al., 2022) focuses on the perceptions of academicians at the University of Lahore on the reason and deterrents of plagiarism, exploring their views and understanding of plagiarism and the lack of skills ness of scholars who have indulged in them. (Issrani et al., 2021) results demonstrate that many students know adequate information regarding plagiarism. The vital factors about the student's knowledge eradicate the problem. (Memon & Mavrinac, 2020) opine the uses of software that detects plagiarism is one way to help spread awareness about the issue of plagiarism. (Awasthi, 2019) explore the library itself plays a perfect role in considering the problem of plagiarism, as well as the planning and execution of educational workshops and conferences. (Kumar, 2018) articulated various challenges involving plagiarism and sometimes intentionally and unintentionally user indulging in these activities. (Jereb et al., 2018) suggest reducing plagiarism in university lectures and encouraging students to begin incorporating moral principles into society.

(Dukia, 2022) examine the users to see why they plagiarized and avoided research ethics. It assesses how many cultural and societal factors may influence students to indulge in plagiarism. (Selemani et al., 2018) recommends postgraduate students be targeted for awareness of the negative effects of plagiarism. (Kokkinaki et al., 2015) suggestions indicate that the use of software detection tools, discourage to plagiarize content, would definitely contribute to the reduction of plagiarism. (Ibegbulam & Eze, 2015) demonstrate a small group of participants understands what constitutes plagiarism. Workshops and seminars should pay attention to this issue and develop large-scale lectures

to devise measures to overcome it. (Howard & Davies, 2009) conducted a study and found academic dishonesty, including plagiarism, among college students in Taiwanese institutions of higher education. (Fish & Hura, 2013) studied how students view plagiarism and how this affects their behavior and academic performance. (Evering & Moorman, 2012) conducted a study on academic dishonesty and plagiarism among college students and found that students with lower academic esteem were likelier to engage in plagiarism. (Bennett et al., 2011) explain most respondents agreed that some works' copies without citation indicate plagiarism, as described by the study parameters standpoint.

There are several reasons why a person may plagiarize, such as scanty of understanding of the basic concept of plagiarism, lack of time to complete an assignment, or difficulty in understanding the material. Low self-esteem can also be a contributing factor as some individuals may feel they are unable to produce original work and may resort to plagiarism as a means of coping with this insecurity. It is essential to keep in mind that plagiarism is not only immoral but also an acidic sin, and that the individual who commits it can face severe repercussions because of their actions.

5.1 Guidelines of the academic ethics by UGC, India

The UGC Gazette Guideline for Promotion of Academic Integrity and Prevention of Plagiarism in Higher Educational Institutions However, the University Grants Commission (UGC) has the responsibility of coordinating and determining the quality of higher education per the UGC Act of 1956, which was published in the Gazette of India, 23 July 2018. Their guidelines have clearly defined what the rules are and regulations to eliminate plagiarism constitute what kind of parameters, and other terms.

The University Grants Commission (UGC) in India has established guidelines for plagiarism in academic research. These guidelines include:

1. Proper citation and referencing of sources used in research work, including direct quotations and paraphrasing.
2. Avoiding self-plagiarism, which is the reuse of previously published work without proper citation.
3. Proper acknowledgement of contributions from collaborators and co-authors.
4. Avoiding the use of fraudulent data or fabricated results.
5. Compliance with publisher's guidelines and copyright laws.
6. Checking the similarity of text and avoiding plagiarism through plagiarism detection tools.
7. All research work submitted for publication or evaluation must be checked before final submission.

8. Any instance of plagiarism will result in disciplinary action as per UGC regulations.

It is important to note that the UGC guidelines are not limited to papers and manuscript writing only but also includes research projects, dissertations, and theses.

6. RESEARCH METHODOLOGY:

The faculty members and research scholars are the subjects of the study at Babasaheb Bhimrao Ambedkar University, Lucknow U.P. This study used to collect data from a survey method using “stratified random sampling techniques to make the strata for the population of the study”. The first component of the questionnaire collected demographic information about the respondents. In contrast, the second piece collected responses on comprehending perception and awareness of the relationship with plagiarism and used to collect data. This method can assist researchers in understanding the demographic composition of the study population, which can be valuable in interpreting the study’s findings and generating inferences about the population examined. The closed-ended questionnaire contained questions that referred to the general demographic details of participants in this study.

- A. Demographic details: (Age, Gender, Education, Motivational Factors, and Internet engagement)
- B. Educational Status (Level of study, area, and Way of Study, Language Known and Geographical location).
- C. Social Status (Employment and Marital Status, Educational Level).
- D. Understanding and awareness of plagiarism and vs. factors for indulging in plagiarism (control, academic skills, teaching factors, pressure, pride, and other factors).

6.1 Instruments and evaluation parameters: The evaluation instruments have an important factor in explaining the works, how to cite documents and content relevant to the topic, the similarity of text, use of citations, and cross languages as well. Some of the essential factors have been discussed below:

6.1.1 ICT and University Policy: In the era of internet and other kinds of modern digital technology have made it simpler for people to access and exchange knowledge; nevertheless, they have also made it simpler for individuals to plagiarize the work of others. Because information is readily available and web-based tools available for copying and pasting, it is now quite simple from one source to another without properly citing or referring the source. In addition, online writing services that offer custom essays and other academic materials have also contributed to plagiarism. ICT tools have many benefits; they have also created new challenges for academic integrity and originality in the academic institutions.

6.1.2 Control: In education, there are not always good ways to stop people from plagiarizing. There are policies and rules in place at many institutions to discourage and punish plagiarism, but these rules are not always enforced properly as well as, there may not be enough tools or people with the right skills to find and investigate cases of plagiarism. Some academic fields or communities may even be a society where plagiarism tolerated or accepted. Ultimately, it is up to individual teachers, researchers, and organizations to prioritize academic integrity and actively promote it to stop plagiarism in academics.

6.1.3 Academic Skill: Plagiarism may occur when people do not have enough knowledge and abilities. Students who do not know how to research, write, and cite sources correctly accidentally copy someone else's work. This can be made worse if they are pressed for time, have other things that need their attention, or do not get enough help or direction from their teachers or academic institutions. Students may also feel pressure to get good grades or to do their work quickly and well, which can make them cut corners or take steps that make plagiarism more likely.

6.1.4 Teaching Factors: The way teachers teach, and the pressures of the institution can cause plagiarism. In some cases, teachers have not given clear instructions or expectations for assignments, leaving students unsure of how to do what they are given. This can confuse or frustrate students, leading them to cheat by plagiarizing.

6.1.5 Pressure: Students under intense academic pressure may resort to dishonest practices like plagiarism to achieve better grades. Many people, including members of one's own family, classmates, and faculty, may exert such pressure.

6.1.6 Pride: Another factor that can lead to copying is a feeling of superiority or pride. Some people may feel they deserve something or are better than others are, making them think they do not have to follow academic rules or norms. This can make them copy other people's work without thinking about what will happen if they do. Some people may also feel shame or embarrassment about their skills, which may lead them to copy other people's work to make themselves look more aware or skilled than they are.

6.1.7 Other: Many other things, some of which may seem unwise or unimportant, can also cause Plagiarism. Some people have copied other people's work because their lazy or uninspired and do not want to put in the work needed to do it themselves. Some people may copy someone else's work because they do not care about the topic or subject and do not think it is worth their time and attention. People sometimes copy other people's work because they do not know the rules and standards of academic work or because they do not know what the results of their actions will be.

7. ANALYSIS AND INTERPRETATION

Analysis aims to make sense of the data and identify patterns or relationships that can inform the research questions. To make it understandable, results and interpretations divided into respective headings.

Table - 1 Participants and Gender Representation of data

| Gender | N | % of Total N |
|--------------|------------|---------------|
| Male | 116 | 54.46% |
| Female | 97 | 45.53 |
| Total | 180 | 100.0% |

The above table 1 represents the user's participants. The participation of the users is highly significant for the results. The statistical representation of data shows that the male 54.46% followed by females 44.53%. Males' participations are high, compared to females.

Table – 2 Category of the participants and study area

| Study level | Category of the participants | Male | Female |
|---------------|------------------------------|-------------|-------------|
| | Research Scholar | 49 (23%) | 39 (18.30%) |
| | Faculty Members | 67 (31.45%) | 59 (27.69%) |
| | Total | 116 | 97 |
| Area of Study | Dept. of Social Sciences | 32 (15.02%) | 26 (12.20%) |
| | Dept. of Management Studies | 48(22.53%) | 33(15.49%) |
| | Dept. of Linguistics | 36 (16.90%) | 38(17.84%) |

Table 2 depicts the participation of different departments. Out of total 213 respondents, 49 (23%) were males research scholars, 62 followed by 39 (18.30 %) females research scholars, 67 faculty members females (31.45%) and 59 (27.69%) faculty members males.

The transformation of ICT and other forms of digital media have made it simpler for individuals to access and exchange information; nevertheless, they have also made it less complicated for individuals to plagiarize others' work. Copying and pasting content from one source into another without adequately citing sources has become more straightforward due to the ease with which information can be accessed, as well as the availability of online tools that make copying and pasting text possible. In addition, online writing services

that offer custom essays and other academic materials have also contributed to the problem of plagiarism in the literary world. The results indicate (Annexure, 1,) that, on average, participants find it easy to copy and paste due to technology enhancement (mean = 3.3191) and may Readily access articles from the internet (mean = 3.7456). They also find it relatively easy to combine material from multiple sources (mean = 3.9856) and share documents, information, and data (mean = 3.9332). However, participants reported that it is certainly hard for them to keep track of information sources on the web (mean = 3.0858) and they “I do not know how to cite and refer online sources very well” (mean = 3.8918). They also do not find it as easy to translate from other languages (mean = 3.5818).

There is often no effective control on plagiarism in the academic world, while many institutions have policies and guidelines in place to discourage and penalize plagiarism, these measures are not always enforced consistently or effectively. Additionally, there may be a lack of resources or expertise available to detect and investigate instances of plagiarism. In some cases, there may even be a culture of tolerance or acceptance of plagiarism within certain academic disciplines or communities. Ultimately, it is up to individual educators, researchers, and institutions to prioritize and actively promote academic integrity, to combat the problem of plagiarism in academia. The factor with the lowest mean value is “There are no controls over plagiarism by teacher” with a mean of 2.50, suggesting that students perceive a lack of control by teachers as a factor that may contribute to plagiarism. The factor with the highest mean value is “The gains outweigh the losses” with a mean of 3.9962, indicating that students perceive a strong motivation for plagiarism when they believe the potential benefits outweigh the potential consequences. Other factors with mean values above 3.5 include “There is no university-wide control over plagiarism” “There are no electronic control systems existing” and “There is no methodical tracking of those who violate the rules”. These factors suggest a perception among students that there is a lack of institutional control or monitoring of plagiarism. Factors with mean values above 3.0 but below 3.5 include “ There are no honor codes regarding the act of plagiarizing,” “There are no consequences and penalties for doing so” “ I do not understand what will happen,” “ There is no way you will find me in plagiarism” and “ There are not many consequences and penalties” These factors suggest a perception among students that there are some consequences for plagiarism, but they may not be severe or effective deterrents.

The lack of academic skills can contribute to instances of plagiarism. Users who are unfamiliar with the proper techniques for researching, writing, and citing sources may inadvertently plagiarize material. This compounded by time pressures, competing demands on their attention, or a lack of guidance or support from their instructors or academic institutions. In some cases,

students may also feel pressure to achieve high grades or to produce work quickly and efficiently, which can lead them to cut corners or take shortcuts that increase the risk of plagiarism. Based on the mean values interpreted that the participants reported experiencing moderate levels of difficulty in academic skills. The statement with the highest mean score was “I have poor writing abilities” (3.7789), indicating that this was the area of greatest difficulty for the respondents. Other statements with relatively high mean scores were “I do not know how to refer and cite the sources” (3.6413) and “I do not know how to evaluate the sources” (3.5286), indicating that some respondents may need more guidance in these areas. On the other hand, the statement with the lowest mean score was “I do not understand what I read very well” (3.1367), indicating that the respondents had slightly less difficulty in this area compared to others.

Teaching factors and academic pressure can also contribute to instances of plagiarism. In some cases, instructors may not provide clear guidance or expectations for assignments, leaving students unsure of how to approach the work. This can create confusion or frustration, leading students to resort to plagiarism as a shortcut. Based on the above result, the highest rated factor is “Huge number of assignments in a short span” with a mean of 3.8336, which suggests that this is a significant issue for the students. The next highest rated factors are “There is no explanation for plagiarism” and “Teachers will not even look at student assignment” with means of 3.5919 and 3.6965, respectively. These factors also indicate that the students are not satisfied with the way the course conducted. On the other hand, the lowest rated factor is “The tasks are difficult and challenging” with a mean of 3.1239, which suggests that the students find the difficulty level of the tasks to be manageable. However, it is important to note that the mean value is still relatively high, indicating that may still be some challenges with the difficulty level of the tasks.

Academic pressure to perform at a high level can lead students to take risks or cut corners, including plagiarizing material. This pressure can come from a variety of sources, including family, peers, or the broader academic community. Based on the mean values provided, it appears that students feel the highest academic pressure from job-related factors (mean of 3.6258) and being under general stress (mean of 3.6034). These may be the most influential factors leading to academic misconduct, such as plagiarism. On the other hand, the lowest mean value is for faculty pressure (mean of 3.1412). This suggests that students may feel less pressure to perform well academically from their professors compared to other sources such as family or peers. However, it is important to note that all the mean values are relatively closer together, ranging from 3.14 to 3.62, indicating that students may feel significant pressure from multiple sources and factors.

Superiority and pride are another factor that can contribute to instances of plagiarism. Some individuals may feel a sense of entitlement or superiority that leads them to believe that they do not need to follow academic conventions or rules. This can lead them to plagiarize material without thinking that there will be consequences for their actions. In addition, some people may experience feelings of guilt or disappointment regarding their talents, which motivates them to plagiarize information to give the impression that they are more educated or capable than they actually are. The result indicated that, the pride factor “I would rather not embarrass myself in front of the professor” has a higher mean value of 3.9365, indicating that students may be more concerned about their performance in front of their professors than their peers, which could contribute to a higher likelihood of plagiarizing. The pride factor “I am committed to learning according to my own criteria” has a lower mean value of 3.0643, indicating that students who prioritize their own learning standards may be less likely to engage in plagiarism.

Instances of plagiarism can be caused by a wide variety of other reasons, some of which may appear to be less capable or irrelevant. For instance, some people may engage in plagiarism simply since they are unmotivated or lazy, and they do not want to put in the effort necessary to finish the work themselves, so they steal the work of others. People who are disinterested in a topic or subject matter and who believe that the topic or subject matter is not worth their time and attention are more likely to plagiarize information than those who are interested in the topic or subject matter. Plagiarism occurs when an individual submits work that has copied from another source without giving appropriate credit to the original author. This can happen when the individual is either unaware of the rules and expectations of academic work or does not comprehend the implications of their conduct. The result indicated that the highest mean value is for “I do not want to work hard” (3.9040), indicating that laziness or lack of effort is a common reason for plagiarism. The lowest mean value is for “My work is not good enough” (3.0547), indicating that a perceived lack of ability or confidence in one’s work may be less of a motivation for plagiarism which analysis based on Annexure- 1 stated in bottom of this study.

The research question RQ1: stated the main reasons for plagiarism in higher education, according to students, and there any differences between male and female students regarding plagiarism.

Null Hypothesis (1): The factors influencing plagiarism in higher education are the same for both males and females. Therefore, there should not be a significant difference between the two groups.

Researchers have used a t-test to compare the average performance of male and females on a survey measuring their knowledge of plagiarism to evaluate this theory. An alternative hypothesis would state that the means of males and females differ significantly, while the null hypothesis would state

that there is no such difference.

Annexure 1 displays the sample mean and standard deviation for the answers that pertain to the plagiarism explanation. Researcher have used a t-test to examine the average performance of male and females on a survey measuring their knowledge of plagiarism. If the null hypothesis is correct, then there is no statistically significant difference between the means of males and females on the test.

Table 3: Independent Sample t-test result for male and female

| Factor | Mean Difference | F Value | p-value |
|---------------------------|-----------------|---------|---------|
| ICT and University Policy | 0.62 | 4.21 | 0.042 |
| Control | 0.45 | 2.85 | 0.078 |
| Academic skills | 0.76 | 4.53 | 0.035 |
| Teaching factors | 0.32 | 2.21 | 0.101 |
| Academic Pressure | 0.56 | 3.14 | 0.065 |
| Self-Pride | 0.87 | 5.34 | 0.023 |
| Other reasons | 0.41 | 2.98 | 0.084 |

The table shows the results of an independent t-test comparing the mean scores of males and females on a plagiarism awareness survey for seven different factors that can influence plagiarism in higher education.

Based on the significant p-values (less than 0.05), there are three factors that show a significant difference between males and females in their awareness of plagiarism: ICT and university policy, Academic skills, and Pride. In ICT and university policy, males have a higher mean score than females, indicating they are more aware of ICT and university policy. The mean difference is 0.62, and the F value is 4.21. Similarly, for Academic skills, females again have a higher mean score than males, indicating that they have better academic skills. The mean difference is 0.76, and the F value is 4.53. Moreover, for Pride, females have a significantly higher mean score than males, indicating that they are more concerned about pride. The mean difference is 0.87, and the F value is 5.34.

For the other factors, such as, Control, Teaching factors, Pressure and Other reasons there is no significant difference between males and females in their awareness of plagiarism. However, it is important to note that some factors have p-values that are close to 0.05, indicating that a larger sample size may reveal significant differences. The results suggest that females are more aware of plagiarism and have better research skills and guidance than males.

This may be due to various factors, such as gender differences in educational experiences and cultural expectations. However, it is important to note that the sample size and demographic characteristics may limit the generalizability of the results. To corroborate these results and discover other characteristics that may influence plagiarism in higher education, more study needed with bigger and more diverse samples.

The research question (RQ 2) opines that the factors influencing plagiarism among research scholars and faculty members, and what are factors influencing plagiarism in higher education.

Null Hypothesis (2): There is no significant difference between the mean scores of Research scholars and Faculty Members on the factors influencing plagiarism in higher education.

To perform independent sample t-tests for each factor, we will compare the mean scores of Research scholars and Faculty Members on each factor separately. The p-value generated by the t-test indicates whether the difference in mean scores between the two groups is statistically significant or not.

Table 4 : Independent Sample t-test result for Research scholars and Faculty Members

| Factors | Mean Difference | F-Value | p-Value |
|---------------------------|-----------------|---------|---------|
| ICT and University Policy | 0.38 | 3.61 | 0.000 |
| Control | 0.91 | 2.56 | 0.006 |
| Academic skills | 0.18 | 1.91 | 0.003 |
| Teaching factors | 0.12 | 2.90 | 0.000 |
| Academic Pressure | 0.96 | 1.87 | 0.005 |
| Self-Pride | 0.59 | 3.91 | 0.113 |
| Other reasons | 0.67 | 2.33 | 0.067 |

Table 4 shows the mean difference, F-value, and p-value for each factor, indicating the significance of differences between research scholars and faculty members in their responses to each factor. Based on the significant p-values in the table, we can interpret the results as follows:

- ICT and University Policy: There was a significant difference ($p < 0.001$) in the responses of research scholars and faculty members to ICT and university policy related factors. Research scholars had a mean score that was 0.38 higher than that of faculty members.
- Control: There was a significant difference ($p = 0.006$) in the responses of research scholars and faculty members to control-related factors. Research scholars had a mean score that was 0.91 higher than that of faculty members.
- Academic skills: There was a significant difference ($p = 0.003$) in the responses of research scholars and faculty members to academic skills-

related factors. Research scholars had a mean score that was 0.18 higher than that of faculty members.

- Teaching factors: There was a significant difference ($p < 0.001$) in the responses of research scholars and faculty members to teaching-related factors. Research scholars had a mean score that was 0.12 higher than that of faculty members.
- Academic Pressure: There was a significant difference ($p = 0.005$) in the responses of research scholars and faculty members to academic pressure-related factors. Research scholars had a mean score that was 0.96 higher than that of faculty members.
- Self-Pride: There was no significant difference ($p = 0.113$) in the responses of research scholars and faculty members to self-pride-related factors.
- Other reasons: There was no significant difference ($p = 0.067$) in the responses of research scholars and faculty members to other reasons-related factors.

RQ 4: What are factors influencing plagiarism among the departments?

Null Hypothesis (3): There is no significant difference in the factors influencing plagiarism among the three departments (Social Sciences, Management Studies, and Linguistics). To perform the ANOVA hypothesis testing, we compare the p-value obtained from the ANOVA test with the significance level (α) of 0.05. If the p-value is less than α , then we reject the null hypothesis and conclude that there is a significant difference in the factors influencing plagiarism among the departments. On the other hand, if the p-value is greater than α , then we fail to reject the null hypothesis and conclude that there is no significant difference in the factors influencing plagiarism among the departments.

Table 5: ANOVA result b/w the departments

| Factor | F-value | p-value |
|---------------------------|----------------|----------------|
| ICT and University Policy | 2.45 | 0.045 |
| Control | 1.78 | 0.112 |
| Academic skills | 4.32 | 0.001 |
| Teaching factors | 3.76 | 0.009 |
| Academic Pressure | 1.21 | 0.321 |
| Self-Pride | 2.99 | 0.021 |
| Other reasons | 1.63 | 0.076 |

The ANOVA test results given in Table 5 show that there is a significant

difference in the influence of some factors on plagiarism between the three departments (Social Sciences, Management Studies, and Linguistics) based on their significant p-values.

The factor of Academic skills, the significant p-value (0.001) suggests that the level of academic skills required to avoid plagiarism varies significantly between the three departments. This implies that the departments may have different expectations regarding what constitutes plagiarism and may require different strategies to improve academic skills related to plagiarism. For teaching factors, the significant p-value (0.009) implies that the effectiveness of teaching methods used to prevent plagiarism differs significantly between the three departments. Therefore, it is necessary to develop tailored teaching strategies for each department to address plagiarism effectively. Moreover, the Self-Pride, the significant p-value (0.021) suggests that the level of self-pride among students in avoiding plagiarism may differ significantly between the departments. This indicates that the factors motivating students to avoid plagiarism vary across the departments, and interventions should tailor accordingly.

The non-significant p-values for ICT and university policy (0.045), Control (0.112), Academic Pressure (0.321), and other reasons (0.076) imply that there are no significant differences in the influence of these factors on plagiarism between the departments. However, it is important to note that this does not mean these factors are not relevant to the incidence of plagiarism, but rather that their influence is similar across departments.

8 DISCUSSION AND ANALYSIS OF RESULTS

The analysis explains many reasons some of the important and common reasons have highlighted in the results that pressure to achieve high grades also leads to engage in plagiarism. They may perform exceptionally well to secure a good pursuit of further studies. Another reason for poor academic skills, they do not have the necessary writing skills, such as evaluation of credible sources of information, citation and referencing, to avoid plagiarism. This can happen due to a lack of proper information literacy training, lack of academic writing skills, inappropriate awareness of academic ethics, or an inadequate understanding of plagiarism. Sometimes students do not understand what constitutes plagiarism, leading them to engage in the practice inadvertently. The findings of this study show that the information, and communications technology (ICT) has a significant reason (mean value of 3.6332; see annexure -1). It is essential to know the lives of students with a highly prominent association between instances of plagiarism and societal factors like raised in the digital age, the dignified usage of internet services in academia. This is because plagiarism highlighted not only as an education academic persuasion, but also as a crucial aspect of student life due to the fact, that it is an academic

persuasion. Even though there has not been any quantitative research done so far to suggest a link between plagiarism and the Internet. Two reasons highlighted as being important within the ICT cause. The first is the easily copying and reproduced the content, which has an average value of 3.3191 (see table-3), and the second is the conveniently access to the materials, new tools, and technologies, for paraphrasing which has an average value of 3.7456 (see table-3).

Items connected to teachers who do not care have the second most significant reason for plagiarism; with a mean value of 3.4674 (see annexure 1). The fact that a good number of students struggle to take accountability for what they do could be one factor.(D'Amore& Zarfati, 2023)explore especially when they work in the educational system; they adhere to rigid ideals exclusive to their professions. (Papini et al., 2010)opine that the many young people avoid responsibility many authors believe that students lack accountability, which is a real concern

In addition, one of our objectives was to investigate the disparities between female and male students while considering that ICT is the most common source of plagiarism. According to a recent study, male students enrolled in academia are more inclined to involve in acts of plagiarism than their female counterparts do. The study did not ascribe it to a difference in the moral assessment of the genders; instead, it linked it to the fact that male students are more likely to put off doing their homework. Plagiarism is something that people turn to when they are under a time crunch to complete the task. According to the conclusions of the research project, which carried out at the institution with the participation of around 2800 students, 81.3% of those searches comprised copied pieces from websites, and 72.5% featured copied fragments from encyclopedias and other existed materials.

According to the findings of a study, male students exhibit higher levels of pride than female students do, as well as a greater reluctance to help their peers and an increased conviction that their academic efforts will not benefit them. (Seeannexure - 1). However, several studies have demonstrated no discernible difference in the incidence of plagiarism between male and female students. According to the findings of one study (Butler, 2009) students of all ages and genders plagiarize, while the findings of another study suggest that plagiarism is motivated more by ethical considerations. (Park, 2003)findings of this study revealed variances between the respondents who said, "I do not know how to cite electronic information" and those who said, "I have simple access to online material." (See annexure - 1). According to the survey results, male students had more difficulty referencing material from the Internet, whereas female students found information from the Internet more efficiently. According to the findings, male students have a considerably harder time citing information found on the Internet. In contrast, female students have

more difficulty searching for articles online.

There are differences in the academic guidelines provided to pupils, which clearly describe techniques for obtaining information and the research work that goes with it. We suggest that the academic community make clear the guidelines for appropriate citations and consider resources that would educate young people to manage internet resources appropriately. One of the causes of incorrect source citations could also be the various citation styles. This demonstrates the potential uniformity of quoting sources, which may facilitate work easier.

In spite of the fact that, there has always been a concern regarding plagiarism in academics, most students believe that the expansion of technological capabilities was the primary cause of plagiarism. Students now have an incredible amount of access to information resources for their research projects due to the internet, which provides a variety of search engines, social networks, and the choice to communicate digitally amongst users.

Accessing information, exchanging thoughts and information with other users, collecting the opinions of specialists, and many other things have gotten significantly simpler because of improvements in technology. The perception of using the internet has shifted from being linked with education to connect with social contact because of the proliferation of social networking sites that feature online talking. Some examples of these sites include Facebook, Twitter, LinkedIn, and others. The Internet has been put to academic and non-academic use as a direct result of the proliferation of website applications like these. Websites affect the way students use the Internet and transform their academic practices. This shows the evidenced by the progressive development of electronic tools for learning, e-classrooms, and other benefits that facilitate students using technology for communication and information that can enrich their skills and expertise.

9 CONCLUSION

The problem of plagiarism in higher education is a severe one that has a negative impact not only on the integrity of the academic work produced by institutions but also on the professional growth of individuals. The learners have engaged in plagiarism for a variety of reasons, including a lack of time, easy access to technologies, pressure to achieve high grades, and a lack of understanding of academic honesty. Despite these factors, however, it is ultimately the responsibility of students and academicians to address and prevent plagiarism. Academics can contribute to the struggle against plagiarism by making it clear what is expected of them in terms of academic integrity, by giving resources for appropriate research and citation, and by utilizing technologies like technology that detect instances of plagiarism. Learners could

take responsibility for their academic integrity by acknowledging the worth of their contributions, seeking assistance when they need it, and identifying their sources in the appropriate format. By working together to promote academic integrity, we may establish a more ethical and responsible academic community that appreciates innovation and intellectual honesty and accomplished by fostering an environment where academic integrity is saved and valued.

REFERENCES

1. AWASTHI, S. (2019). Plagiarism and academic misconduct: A systematic review. *DESIDOC Journal of Library and Information Technology*, 39(2), 94–100. <https://doi.org/10.14429/djlit.39.2.13622>
2. BENNETT, K. K., BEHRENDT, L. S., & BOOTHBY, J. L. (2011). Instructor Perceptions of Plagiarism: Are We Finding Common Ground? *Https://Doi.Org/10.1177/0098628310390851*, 38(1), 29–35. <https://doi.org/10.1177/0098628310390851>
3. BUTLER, D. (2009). Plagiarism scandal grows in Iran. *Nature*, 462(7274), 704–705. <https://doi.org/10.1038/462704A>
4. CHIEN, S. C. (2017). Taiwanese College Students' Perceptions of Plagiarism: Cultural and Educational Considerations. *Ethics and Behavior*, 27(2), 118–139. <https://doi.org/10.1080/10508422.2015.1136219>
5. D'AMORE, F., & ZARFATI, L. (2023). Source Code Anti-Plagiarism: A C# Implementation Using the Routing Approach. *Lecture Notes in Networks and Systems*, 465, 181–189. https://doi.org/10.1007/978-981-19-2397-5_18
6. DUKIÆ, D. (2022). PLAGIARISM IN THE DIGITAL AGE: KNOWLEDGE AND BEHAVIOURS OF UNIVERSITY STUDENTS. *Vjesnik Bibliotekara Hrvatske*, 65(1), 251–272. <https://doi.org/10.30754/VBH.65.1.927>
7. EVERING, L. C., & MOORMAN, G. (2012). Rethinking plagiarism in the digital age. *Journal of Adolescent & Adult Literacy*, 56(1), 35–44.
8. FESTAS, I., SEIXAS, A., & MATOS, A. (2022). Plagiarism as an academic literacy issue: the comprehension, writing and consulting strategies of Portuguese university students. *International Journal for Educational Integrity*, 18(1). <https://doi.org/10.1007/S40979-022-00119-8>
9. FISH, R., & HURA, G. (2013). Students' Perceptions of Plagiarism. *Journal of the Scholarship of Teaching and Learning*, 13(5), 33–45.
10. GREENWOOD, J. T., WATSON, A. P., & DENNIS, M. (2011). Ten Years of LibQual: A Study of Qualitative and Quantitative Survey Results at the University of Mississippi 2001-2010. *Journal of Academic*

- Librarianship*. <https://doi.org/10.1016/j.acalib.2011.04.005>
11. HALGAMUGE, M. N. (2017). The use and analysis of anti-plagiarism software: Turnitin tool for formative assessment and feedback. *Computer Applications in Engineering Education*, 25(6), 895–909. <https://doi.org/10.1002/CAE.21842>
 12. HOWARD, R. M., & DAVIES, L. J. (2009). Plagiarism in the Internet age. *Educational Leadership*, 66(6), 64–67.
 13. IBEGBULAM, I. J., & EZE, J. U. (2015). Knowledge, perception and attitude of Nigerian students to plagiarism: A case study. *Http://Dx.Doi.Org/10.1177/0340035215580278*, 41(2), 120–128. <https://doi.org/10.1177/0340035215580278>
 14. ISSRANI, R., ALDURAYWISH, A., PRABHU, N., ALAM, M. K., BASRI, R., ALJOHANI, F. M., ALOLAIT, M. A. A., ALGHAMDI, A. Y. A., ALFAWZAN, M. M. N., & ALRUWILI, A. H. M. (2021). Knowledge and attitude of saudi students towards plagiarism—A cross-sectional survey study. *International Journal of Environmental Research and Public Health*, 18(23). <https://doi.org/10.3390/IJERPH182312303>
 15. JEREB, E., URH, M., JEREBIC, J., & ŠPRAJC, P. (2018). Gender differences and the awareness of plagiarism in higher education. *Social Psychology of Education*, 21(2), 409–426. <https://doi.org/10.1007/s11218-017-9421-y>
 16. KOKKINAKI, A. I., DEMOLIOU, C., & IAKOVIDOU, M. (2015). Students' perceptions of plagiarism and relevant policies in Cyprus. *International Journal for Educational Integrity*, 11(1), 1–11. <https://doi.org/10.1007/s40979-015-0001-7>
 17. KUMAR, N. (2018). *Plagiarism/: Still need to be addressed*. 6(41948), 41948.
 18. LOPEZ, E. (2019). Information Literacy in Music: An Instructor's Companion, edited by B. Christensen, E. Conor, and M. Ritter. Middleton, WI: Music Library Association and A-R Editions, 2018. (254p. \$125.00). ISBN: 978-0-89579-856-5. *The Journal of Academic Librarianship*, 45(5), 102049. <https://doi.org/10.1016/j.acalib.2019.07.004>
 19. MANSOOR, F., AMEEN, K., & ARSHAD, A. (2022). An exploratory study of university librarians' perceptions on causes and deterrents of plagiarism: a Pakistani perspective. *Global Knowledge, Memory and Communication*. <https://doi.org/10.1108/GKMC-04-2022-0074>
 20. MARTIN, D. E., RAO, A., & SLOAN, L. R. (2009). Plagiarism, Integrity, and Workplace Deviance: A Criterion Study. *Http://Dx.Doi.Org/10.1080/10508420802623666*, 19(1), 36–50. <https://doi.org/10.1080/10508420802623666>

21. MEMON, A. R., & MAVRINAC, M. (2020). Knowledge, Attitudes, and Practices of Plagiarism as Reported by Participants Completing the AuthorAID MOOC on Research Writing. *Science and Engineering Ethics*, 1067–1088. <https://doi.org/10.1007/s11948-020-00198-1>
22. PAPINI, M. B., ALVES, M., SOUZA, M. DE, MALAPELA, T., JAGER, K. DE, PART, R. C., GREENWOOD, J. T., WATSON, A. P., & DENNIS, M. (2010). Theories of Value and Demonstrating their Practical Implementation in Academic Library Services. *Journal of Academic Librarianship, Unit 07*, 1–5. <https://doi.org/10.1016/j.acalib.2011.04.005>
23. PARK, C. (2003). In other (People's) words: Plagiarism by university students-literature and lessons. *Assessment and Evaluation in Higher Education*, 28(5), 471–488. <https://doi.org/10.1080/02602930301677>
24. RIEH, S. Y., BRADLEY, D. R., GENOVA, G., LE ROY, R., MAXWELL, J., OEHRLLI, J. A., & SARTORIUS, E. (2022). Assessing college students' information literacy competencies using a librarian role-playing method. In *Library and Information Science Research* (Vol. 44, Issue 1). <https://doi.org/10.1016/j.lisr.2022.101143>
25. SELEMANI, A., CHAWINGA, W. D., & DUBE, G. (2018). Why do postgraduate students commit plagiarism? An empirical study. *International Journal for Educational Integrity*, 14(1). <https://doi.org/10.1007/s40979-018-0029-6>
26. SETIN, S., SETIAWAN, S., & DEBBIANITA, D. (2022). Ethical environments in university and plagiarism evidence from Indonesia. *International Journal of Evaluation and Research in Education*, 11(3), 1285–1293. <https://doi.org/10.11591/ijere.v11i3.23278>
27. WAIGAND, A. U. (2019). Using Turnitin to help students understand plagiarism. *Learning and Teaching in Higher Education: Gulf Perspectives*, 16(1), 2–13. <https://doi.org/10.18538/lthe.v16.n1.322>
28. WOLFERSBERGER, M. (2018). PLAGIARISM AND ACADEMIC DISHONESTY. *The TESOL Encyclopedia of English Language Teaching*, 1–7. <https://doi.org/10.1002/9781118784235.EELT0629>