



Perception and Attitudes toward Plagiarism by A Deemed University Research Scholars Chennai

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ABSTRACT

This study looked into how students saw plagiarism, where they found information about it, how they felt about it, why they committed plagiarism, and whether they knew what the repercussions were. A quantitative strategy was applied. A survey was used to collect data from 224 students from Hindustan university, who were chosen using the stratified sampling technique. The questionnaire served as the primary tool for gathering data, which were then descriptively analyzed. The results demonstrated that everyone was aware of plagiarism and that their primary information source was lecturers. Although most students had a rudimentary understanding of what plagiarism is, they have expanded its definition to include other types of academic dishonesty. They plagiarized despite thinking they had control over the practice. Plagiarism was motivated by a number of factors, including pressure to succeed, insufficient academic writing abilities, laziness, a lack of time management skills, a poor comprehension of plagiarism, and ease of downloading other people's work from the Internet. Students' knowledge and comprehension of the subject matter are enhanced and plagiarism and its repercussions are brought to light by the study. It also advances information and gives scholars and students studying this field of study another resource to consult.

Keywords: Plagiarism, Attitudes, Perceptions, Students, Deemed university

1. INTRODUCTION

Recently, plagiarism has drawn the attention of researchers as a means of guaranteeing reliable research. To function, the academic community need sufficient, trustworthy, and accurate information. For their research, studies, exams, and report writing, faculty and students require information. That data information is now available in many formats, including print, audio, video, image, and electronic, thanks to age. Students can now easily access and rapidly obtain information in these various formats. For their academic job, academic staff members and researchers use the internet and other library platforms. Plagiarism has increased as a result of technology's widespread use and information's simple accessibility (Tayan, 2016).

According to Helgesson (2015) and Pandey (2015), plagiarism is the use of someone else's ideas without properly citing or acknowledging the original author. For this reason, plagiarism is fundamentally the same as theft. Empirical evidence indicates that plagiarism is a widespread issue in the academic community worldwide, especially among postgraduate students (Amiri, 2016). Numerous organizations and decision-makers have implemented policies and initiatives to reduce plagiarism among students in response to the worrying rates of the practice ((Ek & Vaicharik, 2018).

2. REVIEW OF LITERATURE

Gullifer (2010) points out that student plagiarism is a widespread problem at institutions throughout the world and that effective measures to reduce it must be implemented. With the advancement of information and communication technology (ICT), plagiarism has increased due to the ease with which material can be copied and pasted from the internet anywhere in the world with only a few clicks of a computer mouse. Users are bewildered by the sheer amount of material available, and many have lost interest in writing in their own words (Eret & Ok, 2014). Bailey (2016) noted that some colleges downplay plagiarism because it's a touchy subject and professors dislike talking about it. Turn it-in, a plagiarism detection program, can, however, result in lower grades for students' assignments, a higher likelihood that they will face consequences, and—most significantly—a lower graduation rate from school. According to Capsuan (2013), plagiarism is considered a severe academic offense when a whole article or a student's project is copied. While a few phrases utilized in an assignment with correct acknowledgement to the author may not raise much of an issue, plagiarism becomes a major problem when this happens. Translation between languages is another area where plagiarism occurs among students at other universities throughout the globe. The software's process of translating words from one language to another primarily affects international students. Carroll (2008) notes that although students may not have intended to cheat, the software may change words in a way that confuses them. According to Higher Education Academy (2014), a Malaysian student of a UK university lecturer demonstrated to her peers that whenever an assignment deadline is set, there is typically a high rate of

fraud in student writing because students rush to meet the deadline, which makes them more likely to copy. Additionally, plagiarism affects students, both domestically and abroad. According to Rettinger (2005), students with relatively low overall average grade points are more likely to engage in plagiarism due to pressure to graduate from school with a higher grade. Gullifer (2010) and Walker (2009) claim that students plagiarize because of the abundance of academic assignments assigned by their professors, which leave them with little to no time to properly organize themselves to complete the task. Students also laze about writing and have insufficient writing skills, so they try to get around the system by changing letters and believing they will never be discovered by their professors. According to Ramasesha (2014), teaching students in all educational institutions about plagiarism awareness is important. It also helps to recognize writers' and creative thinkers' efforts, which will inspire aspiring authors to hone their craft. In an effort to uphold standards, a growing number of higher education institutions worldwide have started to actively combat plagiarism by confirming that all electronically submitted PhD theses are uploaded to Turnitin. (2015) Pavan. Universities including Harvard, Stanford, and Wharton have implemented a policy of utilizing plagiarism detection software called "Turnitin" to analyze student essays submitted for admission. If it is found that the work has been plagiarized, the student will not be admitted. As Osborne (2012) points out, more than a hundred US educational institutions are using this new discovery.

3. STATEMENT OF THE PROBLEM

Some important concerns about plagiarism among University students are missing from current studies. According to the majority of these research, students are aware of plagiarism, but they do not completely comprehend the range, depth, and current expressions of the behavior. The characteristics that lead to this incomplete understanding—such as their attitudes and views about plagiarism, where they get their information about the term from, and what motivates them to plagiarize—have not been the subject of empirical research. A small number of studies have also been conducted in Chennai, where the bulk of colleges do not have advanced software for detecting plagiarism.

4. OBJECTIVE OF THE STUDY

The goal of the study was to find out how University students perceived plagiarism, where they found knowledge about it, how they felt about it, and why they committed acts of plagiarism.

5. METHODOLOGY

The questionnaire utilized in this study was used to gather data, and the sample consisted of two hundred (224) students and faculties from particular Chennai-based academic institutions. Because there are many students from different disciplines at each institution, a stratified random sampling approach was employed to pick responses to represent the study's sample.

6. DISCUSSION AND FINDINGS

Table 1: Sex of respondents

Gender	Frequency	Percentage (%)
Male	150	66.96
Female	74	33.03

Table -1 showed that men made up the majority of respondents, accounting for an average of (66.96%), while women made up an average of (33.03%) of the respondents.

Table 2: Responders' level of education

Qualification	Frequency	Percentage%
Graduate	80	35.71
Post graduate degree	70	31.25
PHD	74	33.03

Table -2 showed the respondents' educational backgrounds, showing that Graduate students with 35.71% were most common, followed by PHD scholars with 33.03% post graduate students with 31.25%

Table 3: Participants' Perception regarding Plagiarism-Inducing Acts

Questions	Frequency	Percentage%
Stealing whole sentences without putting quote marks around them from other people's research projects	60	26.78
Taking an exact copy, word for word, from a journal or book without giving credit	20	8.93

submitting a joint project even if it was written by a single person	30	13.40
omitting references from one's work	10	4.47
using online content for copying and pasting without giving credit to the originating source	40	17.85
Using third parties to complete assignments or term papers	10	4.47
composing a task for a colleague	10	4.47
submitting a partially or entirely written assignment	10	4.47
Rephrasing a text without citing the original source	10	4.47
Using someone else's words as your own without giving due credit	10	4.47
Faking or changing statistics or facts in one's work	14	6.26

Participants were asked to score whether or not a series of statements constituted plagiarism in order to gauge their level of knowledge about the topic. The outcomes are displayed in Table -3. The results showed that most of the respondents (26.78) understood what constituted plagiarism. Most respondents (17.85) believed that copying text verbatim from another person's work without use quote marks constituted plagiarism. Following this were activities involving verbatim copies of books or other written materials without giving credit where credit was due. A small percentage of respondents said that paraphrasing a paragraph without giving credit to the source was plagiarism.

Table 4 : Attitude towards Plagiarism

Questions	Frequency	Percentage%
There are instances when it is impossible to avoid utilizing someone else's words without giving credit to the original author since there are only so many ways to explain a concept.	30	13.40
Utilizing earlier explanations of a technique is acceptable because the technique itself doesn't change.	20	8.93
Since self-plagiarism does no harm, it is not criminal.	25	11.16
In cases where a publication has significant scientific value, portions that include plagiarism may be disregarded.	15	6.70
It is acceptable to replicate portions of a comparable article that has already been published in a foreign language, such as English, if one is not proficient in writing in that language	35	15.63
When completing a current work, it is acceptable to utilize previously published material of oneself without giving credit.	20	8.93
Since I have permission from my colleague to reproduce from her/his paper, I'm not breaking any laws if I do so.	10	4.47
There is no place for plagiarists in the scientific community.	15	6.70
During moral and ethical downturns, it's critical to have conversations about plagiarism and self-plagiarism.	10	4.47
I'm allowed to plagiarize a little when there are short deadlines.	40	17.85
I'm allowed to slightly plagiarize because of the short deadlines.	04	1.78

Extracting text from Table 4 17.85% of respondents said they could plagiarize a tiny amount, 15.63% said they could plagiarize an item that has already been published, and 13.40% said they could edit the piece slightly and use it again at their convenience.

Table 5 : Cause of plagiarism.

Causes	Frequency	Percentage%
Have trouble summarizing or paraphrasing	20	8.93
Cheating is not monitored, and those who engage in it are never apprehended.	10	4.47
Most of the lecturers I know seem to be indifferent to cheating.	20	8.93
Indolence and inadequate time management	40	17.85
There are challenging assignments.	10	4.47
Assignments can be easily downloaded for free from the Internet.	30	13.40
It is easy to plagiarize a paper without my lecturer knowing about it	20	8.93
Most professors never voice complaints about it.	15	6.70
Cheaters tend to receive higher grades.	05	2.24
inadequate comprehension of plagiarism	04	1.78
It is being done by all.	50	22.33

Perusing through Table 5 22.33% of respondents claim that everyone does this to defend their mistakes, while 17.85% claim that this is due to their laziness and 13.40% believe they can obtain the info on the internet without making any effort.

Finding of the study

- The majority of respondents (26.78%) believe that plagiarism would be committed if someone stole another person's work.
- The majority of respondents (17.85%) believe they can plagiarize a small bit without much of an influence.
- Because everyone plagiarizes, the majority of respondents (22.33%) believe that they can do it too.

CONCLUSION

Since plagiarism threatens the foundations and tenets upon which most higher education institutions were founded, the issue has grown to be of great concern to them. The majority of higher education institutions worldwide have conducted studies on the detrimental effects of plagiarism with the goal of reducing or eliminating it to create an atmosphere that is favorable for both teaching and learning. Nonetheless, the research findings and the literature suggest that students have a very narrow view of what plagiarism is. The majority of them are aware of plagiarism, but they lack a thorough understanding of its scope, depth, and width. Because they believe such behaviors do not constitute plagiarism, this puts them in a scenario where they occasionally commit plagiarism.

RECOMMENDATION

Institutions need to make sure that their student orientation program covers plagiarism, and they should also spread knowledge about the many kinds of plagiarism, the school's policy on it, and the consequences outlined in their code of ethics handbook. It is imperative that students turn in their articles electronically using Microsoft Word, and that plagiarism be taught as part of the university curriculum. Turn-it-in software and Urkund are suggested resources for examining articles and research publications because they indicate the percentage of similarity in the publication and point the researcher to the precise online page where the work was referenced, including the references. This serves as a helpful guide, particularly for novice writers.

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