

DIRECTORATE OF ADVANCED STUDIES
EVENT CATALOGUE
2021

29TH SEMINAR OF DAS EVENTS CALENDAR – 2021

**PLAGIARISM: PREVALENCE AND PRACTICES &
INTELLECTUAL PROPERTY RIGHTS**



29th Seminar (through ZOOM) of DAS Events Calendar
**PLAGIARISM: PREVALENCE AND PRACTICES
& INTELLECTUAL PROPERTY RIGHTS**
Speaker: Dr. Muhammad Arshad Dahar
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Dated: Thursday, November 18, 2021, Time: 02:00 p.m. - PKT GMT+5
ZOOM Meeting ID: 955 408 3170 - Passcode: 67890

Organized By ||| Directorate of Advanced Studies, PMAS-AAUR

ACTIVITIES

PLAGIARISM: PREVALENCE & PRACTICES

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Introduction

The term plagiarism is **derived from Latin *plagiarus* meaning ‘kidnapper’**.

Now it is an **unacknowledged and uncited written discourse** by an author who is neither the originator nor the legitimate (real) owner of it.

Plagiarism is serious **academic misconduct** and a common topic in higher education. So, to build a solid foundation for high academic standards and best practices at a university, aspects of plagiarism are reviewed to develop better management processes for reducing plagiarism.

Background of the study

Academic dishonesty among undergraduate and graduate level students has adverse influence on each of the higher education institution in any country, which decline the **key values** at higher education institutions.

Plagiarism is a subset of academic dishonesty which rapidly increased at post graduate level research work.

Related studies (National level)

Sr. No.	Year	Author	Title
1	2010	Bushra Shirazi, Aamir M. Jafarey, and Farhat Moazam	Plagiarism and the medical fraternity: A study of knowledge and attitudes
2	2011	Zulfiqar Ali Cheema, Sheikh Tariq Mahmood, Dr. Azhar Mahmood, and Makhdoom Ali Shah	Conceptual awareness of research scholars about plagiarism at higher education level: intellectual property right and patent
3	2013	Omer Ajmal, M. Saad Missen, Tazeen Hashmat, and M. Moosa	EPlag: A Two Layer Source Code Plagiarism Detection System
4	2014	Kulsoom Ghias, Ghulam Rehmani Lakho, Hamna Asim, Iqbal Syed Azm, and Sheikh bdul Saeed	Self-reported attitude and behaviors of medical students in Pakistan regarding academic misconduct: a cross-sectional study
5	2015	Ahsan Ullah	Self-Assessment of the Use of Plagiarism Avoiding Techniques to Create Ethical Scholarship Among Research Students
6	2016	Muhammad Sarwar, Muhammad Moin and	Role of Plagiarism Detecting Software in Reducing

Related studies (International level)

Sr. No.	Year	Author	Title
1	2012	Mahsa Ghajarzadeh, Abbas Norouzi-Javidan, Kiana Hassanpour	Attitude toward Plagiarism among Iranian Medical Faculty Members
2	2013	Holi Ibrahim Holi Ali	Minimizing Cyber-Plagiarism through Turnitin: Faculty's & Students' Perspectives
3	2014	Esra Eret & Ahmet Ok	Internet plagiarism in higher education: tendencies, triggering factors and reasons among teacher candidates
4	2015	M. Naci Kayaoğlu, Şakire Erbay, Cristina Flitner & Doğan Saltaş	Examining students' perceptions of plagiarism: A cross-cultural study at tertiary level
5	2016	Samuel Bruton & Dan Childers	The ethics and politics of policing plagiarism: a qualitative study of faculty views on student plagiarism and Turnitin
6	2018	Stephanie Katherine Diane Crook	"Everything is Plagiarism": An Exploration of Novice Writers' Perceptions of Plagiarism in the University Context

Objectives of the study

The objectives of the study were to

1. explore the level of awareness of students about plagiarism, its policy and practice
2. find out the level of prevalence of plagiarism in post graduate research
3. explore the reasons, indicators and measures to reduce plagiarism in post graduate research
4. investigate the effectiveness of plagiarism policy to detect and minimize plagiarism in post graduate research
5. examine the role of *turnitin* in reducing plagiarism and tactics used by post graduate students to show the similarity index less than actual
- 6.

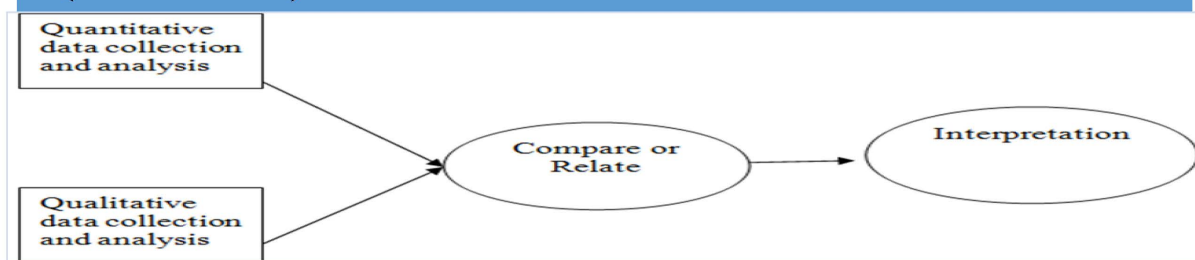
Research methodology

This research envisions to explore the awareness of students about plagiarism, plagiarism policy, practice, causes, indicators, measures and tactics of plagiarism. This is done **through the perception of the supervisors and the scholars** from public and private sector universities of Punjab.

For this purpose, both qualitative and quantitative research approaches are separately employed using convergent mixed-methods research design (Creswell et al., 2011).

Research methodology

Both qualitative and quantitative data were gathered from the supervisors and the students of universities in Punjab (Pakistan).



Population

The population of this study was all the **supervisors and post graduate students** of public and private sector universities of Punjab

Sample and sampling procedure

The respondents of the study were HEC approved supervisors, at least three from each department (120 in total) and at least ten post graduate students from each department (420 in total).

Sample and sampling procedure

Multistage sampling technique was used to select the sample.

At the **1st stage** four public and four private universities were randomly selected from the Punjab.

Two public and two private universities were selected from central Punjab, one public and one private university from southern Punjab.

Similarly, one public and one private university was selected from northern Punjab.

Four universities were selected from central Punjab due to **vast populated area** which have maximum number of universities as compare to southern (two universities) and (two universities) northern Punjab.

Sampled universities

Universities	Public / Private	Areas
University of Sargodha	Public	Central
University of Punjab	Public	Central
University of Lahore	Private	Central
The Minhaj University	Private	Central
Pir Mehr Ali Shah Arid Agriculture University Rawalpindi	Public	Southern
University of Wah	Private	Southern
The Islamia University Bahawalpur	Public	Northern
Bahauddin Zakria University Multan	Public	Northern

Departments taken as a sample

At the 2nd stage, four departments from each selected university were chosen conveniently considering the representation of **all major disciplines** such as Faculty of Arts, Faculty of Science, Faculty of Social Science and Faculty of Management Sciences.

1. Department of **English** Language and Literature (Faculty of Arts)
2. Department /Institute of **Chemistry** (Faculty of Sciences)
3. Department / The Institute of **Education** and Research (I.E.R.) (Faculty of Social Sciences)
4. Department /Institute of **Business administration** (IBA) (Faculty of Management Sciences)

Sample and sampling procedure

At the 3rd stage through **purposive sampling technique** from each sampled department all the teachers and post graduate students were selected. Sample description in tabular form is presented here under.

8 Universities / Collected Data	English	Chemistry	Education	Business	Total
Supervisors questionnaires	23	29	34	34	120
Supervisors interviews	20	21	23	23	87
Students questionnaires	91	120	177	92	480
Students FGDs	6	10	8	8	32

Research tools of the study

The following research instruments were used for the present study:

Questionnaires for the supervisors and the students (containing 77 items)

Interview schedule for the supervisors (containing 13 items)

Focus group discussion (FGD) guidelines for the students (containing 13 items)

Research tool of the study (Cont...)

Questionnaires for Supervisors and Students

Separate questionnaires (having same indicators) were developed for the supervisors and the students, to examine their perception. Questionnaires consist of two parts.

Demographic Information

Closed ended Questions

Research tool of the study (Cont...)

Interview schedule for supervisors

A semi-structured interview schedule is developed to explore the perception of supervisors regarding awareness of plagiarism, plagiarism policy, practices, causes, indicators, measures and tactics.

It consists of three parts

- (a) demographic information;
- (b) structured questions and
- (c) unstructured questions.

Research tools of the study (Cont...)

Focus group discussion (FGD) guidelines for students

The FGDs are developed to explore the perceptions of scholars about awareness of plagiarism, plagiarism policy, practices, causes, indicators, measures and tactics.

It is also consisted of **three** parts

- (a) demographic information;
- (b) structured questions and
- (c) unstructured questions.

Validity and reliability of the research tool

The research instruments was developed through studying various related articles, theses, books and reports on plagiarism.

The validity of the instrument was ensured by discussing it with the panel of experts; according to the suggestions of the experts the questions in the tools were revised, merged and deleted accordingly. Afterwards, the **reliability of the questionnaire** was calculated by the researcher through employing Cronbach Alpha. The reliability value was 0.89.

Data collection process

Researcher personally collected the data from the respondents. Agreement of the supervisors and the students had been taken before visiting them.

The respondents were ensured that the information received from them will always be kept confidential and used for research purposes only. The informants were briefed regarding aim of the study. The researcher after distribution the questionnaire guided each respondent personally about the process of filling the questionnaire. They are requested to read and respond each item carefully. Respondents filled the questionnaire and handover the researcher. Researcher read the filled questionnaire carefully to find out missed values if any. After that the researcher returned the questionnaire to the respondent to incorporate missing values.

Data collection process (Cont...)

Furthermore, semi-structured interviews were conducted from the supervisors. The researcher contact the informants telephonically with reference to the supervisor and physically visit the sampled universities.

The researcher met with the chairpersons of the selected departments. The consent letter regarding data collection was shown to the chairperson of the department and request him/her to arrange interviews of the three supervisors. The chairman refers the researcher to required supervisors with his PA and in some universities with the coordinators of MPhil and PhD for interviews.

Analysis of the data

The analysis of the data was consisted on two sections: quantitative data analysis and qualitative data analysis. The quantitative data were analysed by using descriptive (percentages, mean, SD) as well as inferential (independent sample t-test) data analysis techniques with the use of SPSS latest version.

In the second section the qualitative data were analysed by using thematic analysis technique.

Findings of the study (Quantitative Data)

Level of Awareness among Students

- Maximum number of the supervisors and the Post graduate students (67.3 %) perceived that the students were aware about **plagiarism**
- 64.9 % supervisors and the Post graduate students were in favour of that the students were aware regarding **university policy of plagiarism**
- The maximum number of the supervisors and Post graduate students (61.64 %) agreed that the students were aware about **practices regarding plagiarism policy**.
- Overall 60 % supervisors and post graduate students were in favour of that students were aware regarding **prevalent practices of plagiarism**

Findings of the study (Quantitative Data)

2. Reasons, Indicators and Measures to reduce plagiarism

- The majority of the supervisors and Post graduate students (69.8 %) agreed that the post graduate students were aware about **reasons** to commit plagiarism
- Overall 65.9 % supervisors and post graduate students affirmed that the majority of the students were aware about **indicators** of plagiarism.
- A vast majority (82%) of the supervisors and the post graduate students agreed that the post graduate students were aware about **measures to reduce plagiarism**

Findings of the study (Quantitative Data)

2. Effectiveness of university policies to detect plagiarism

- Majority (73.0 %) of the supervisors and the post graduate students agreed regarding **effectiveness of university policies** to detect plagiarism.
- Most of the (66.7 %) supervisors and the post graduate students authenticated that the students were aware about **role of plagiarism detecting software** in minimizing plagiarism.
- Most of (67.8 %) the supervisors and post graduate students agreed that the students were aware about strategies and **tactics to show the similarity index** less than the actual.

Findings of the Study (Quantitative Data)

Supervisors and Students

Gender wise

Difference between Public and Private

- Both **male and female** supervisors and the post graduate students narrated that there was **no significant difference** between the awareness of male supervisors and students and female supervisors and students regarding plagiarism
- Majority of the supervisors and the post graduate students viewed that the students from **Department of English Language and Literature and Department of Business** had more awareness about plagiarism, its policy practices, reasons and measures to reduce plagiarism.
- Maximum number of the supervisors and the post graduate students of public and private sector universities viewed that the students from both type of universities **were equally aware** about plagiarism and its indicators

Findings of the Study (Qualitative Data)

1. Level of Awareness

- It reveals from analysis of the interviews with the supervisors, that the students particularly those who are at theses writing stage, are adequately aware of the concept and implications of plagiarism.
- On the other hand, a reasonable number of the respondents narrate that the students are unaware of the real concept of plagiarism and most of its types. They consider similarity of the content as plagiarism.

2. Level of prevalence

- Students mostly copy and paste material from the original work of others without paraphrasing and in-text citations; and some of them, although, paraphrase the content but they do not acknowledge the actual source.
- They intentionally pick up whole thesis, some part of literature review and introduction section from an online source and present it as their own work after making some changes to avoid similarity index.
- The students who work in the field of physical sciences, when see their research findings inconsistent with their research objectives, they steal the findings of some other relevant study and incorporate them as their original work.
- Some students purchase thesis from photocopy shops and submit it with their own name.

3. Reasons of plagiarism

- Students commit plagiarism for getting degree in shorter period and take it as a short cut for thesis completion
- Laziness, poor reading habits and lack of interest in research
- lack of reading and poor academic writing skills, lack of research skills, miserable research culture at universities
- Deficient awareness about the consequences of plagiarism
- Existence of paper mills
- Fear of making mistakes
- Sluggish attitude of both the supervisors and the students
- Due to job obligations the students give less time to research and get involved in plagiarism

4. Indicators of plagiarism

- Indicators of plagiarism highlighted by supervisors are as under.
- The mismatch between students' actual writing skills, and the quality of their thesis
- Unable to present their work
- Use of scientific terminologies
- Unpredicted mature (or poor writing), frequent use of equations and quotations
- lack of sequence among ideas in the manuscript and unnecessary details of content
- Multiplicity (inconsistency) in formatting of thesis. The students do not even remove bullets, numbers, commas or captions of tables, they even do not change style of referencing
- The history of Students in terms of their working attitude

5. Measures to reduce plagiarism

- It is found that maximum number of the supervisors recommend some tangible steps to prevent plagiarism in students' research work.
- They say that workshops, seminars, and orientation sessions should be conducted at universities.
- Supervisors should highlight consequences of plagiarism and educate the students about the difference between plagiarism and similarity index.
- Research culture in universities should be promoted.
- The supervisors should take strict actions against students who involve in plagiarism.
- Frequent meetings of the supervisors and the students are needed. Access of login accounts of *Turnitin* for both the supervisors and the Students.

6. Effectiveness of plagiarism policy

- University plagiarism policy is effective in preventing plagiarism.
- Some of the respondents state that university plagiarism policy is neither effective nor helpful in preventing plagiarism.
- However, it is interesting to mention that both the supervisors and the students are not aware of the university plagiarism policy.

7. Role of turnitin

- Turnitin plays significantly positive role in reducing plagiarism but there are some limitations
- Turnitin does not detect plagiarism at all; rather, it finds similarity index of the content and it can capture three consecutive words like IUB.
- It highlights terminologies, equations, quotations, headings, prepositions and numbers of table.
- It cannot detect plagiarism of unpublished work. If someone adds content and gives reference of a person, the software cannot identify if it is correctly referenced and cited.
- It does not detect feelings, thoughts and ideas of others, If someone publishes their work and reuses it in another work, the software reflects it as the plagiarised work.
- If scholar's work has been left somewhere online by mistake, it will be highlighted next time as a plagiarised work.

8. Malpractices by scholars

- In order to reduce similarity index in their research work the students often use synonyms and habitually rephrase the text.
- They, as well, use quotation marks, colon or semi colon inverted commas, abbreviations, double space, screenshots and brackets.
- They change grammatical flow as active-voice into passive-voice and vice versa.
- They translate the material (in English) to another language (for example French) and then translate it again into the source language (i.e. English).
- They also use Google translator, spambot and spinner (software that shuffle the words), and incorrect spellings (for example spellings of “quality” is replaced with “kuality”) in the content before generating the similarity index; afterwards, they correct the spellings in hard bindings.

Plagiarism

Recommendations

- So, in this regards, It is recommended that the training, workshops, seminars, and orientation sessions should be organized for the teachers and the students at post graduate level in the universities regarding
- awareness of plagiarism and plagiarism policy.
- Use of plagiarism detecting software
- How they prevent their work from plagiarism
- Highlighted plagiarism penalties
- Demerits of plagiarism and effects of plagiarism on their future.
- Students may be prepared and sensitized that plagiarism is crime, unethical and dishonesty.

Recommendations

- Creative writing skills of students, particularly, in English are needed to be promoted since BS and Master level.
- There should be regular check and balance on the students' work by the supervisors.
- Supervisors should guide the students to rewrite the content in their own words
- In addition, plagiarism should be checked in assignments of students.
- teachers should arrange classroom activities regarding plagiarism
- plagiarism should checked at departmental level.

Recommendations

- It is recommended that teachers should give awareness to students during course work at BS, Master and MPhil/PhD level regarding plagiarism and its consequences on their future professional life.
- The supervisors should be competent, honest and keep regular check and balance on scholar's research work to stop them committing plagiarism.
- Teachers should check plagiarism in assignments of students.

Recommendations

- Furthermore, ORIC needs to enhance effectiveness of their work as to deal with the plagiarism.
- QEC (Quality Enhancement Cell) took steps to prevent plagiarism.
- HEC circulations regarding plagiarism.
- Supervisors keep regular check and balance on students research work.