



AN ANALYSIS OF KNOWING AND AVOIDING PLAGIARISM- PERSPECTIVE OF RESEARCH SCHOLARS

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ABSTRACT- The availability of computer technologies and electronic tools for academic materials has increased the focus on plagiarism studies from different angles. Perceptions of plagiarism and attitudes against plagiarism are two topics that have piqued the interest of researchers. The aim of this article is to provide a critical analysis of research that have been undertaken to investigate staff and student views of plagiarism and attitudes toward it. It also includes a study of research on the causes that contribute to plagiarism. Most research on plagiarism beliefs and attitudes toward plagiarism lack an in-depth study of the relationship between plagiarism perceptions and other contextual, sociocultural, and institutional variables, or the relationship between attitudes toward plagiarism and students' perceptions of different types of plagiarism, according to our examination of studies. While our analysis reveals that a variety of variables can lead to plagiarism, no taxonomy can account for all of them.

Keywords: plagiarism, researchers, taxonomy

I. INTRODUCTION

Plagiarism is the dishonest activity of using another author's/words researcher's or ideas (either deliberately or unintentionally) own previous works without proper acknowledgement. Plagiarism is a severe academic and intellectual crime that can have serious repercussions, including paper retractions and loss of author integrity and reputation. It is currently a major issues a result, it is important for researchers to develop a deeper understanding of plagiarism. Academic practises and variations in certain cultures may not require verification by referencing the source of words or ideas. This type of validation, on the other hand, is required by the global academic code of conduct. Non-native English speakers have a difficult time expressing technical knowledge in English in the world.

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II. REVIEW OF LITERATURE

Stefan Eriksson and Gert Helgesson (2014) Plagiarism is a serious concern in science. There are, however, varying opinions on how to define plagiarism and what constitutes plagiarism. In this article, we describe "plagiarism" and discuss plagiarism in relation to research normatively. We claim that "someone taking someone else's intellectual property (such as documents, concepts, or results) and claiming that it is their own" is an appropriate and fruitful concept of plagiarism. We go through a few situations that make plagiarism more or less serious, and the plagiarizer more or less culpable.. We propose that what renders plagiarism reprehensible as such is that it distorts research credit as a product of our normative study. Furthermore, deliberate plagiarism implies fraud. Furthermore, plagiarism has a variety of possible harmful effects.

UNIVERSITY GRANTS COMMISSION REGULATIONS, 2018 (Promotion of Academic Integrity and Prevention of Plagiarism in Higher Educational Institutions) Plagiarism occurs when someone intentionally or knowingly copies another person's work, or when someone copies content without properly referencing it. Any case of plagiarism will be judged on its merits by Research Review International Journal of Multidisciplinary (RRIJM). If plagiarism is discovered by a member of the editorial board, a reviewer, or an editor at any stage of the article process (before or after acceptance), We will notify the author(s) and request that they rewrite the content or cite the sources from which the content was derived.

Plagiarism is described as "the use of another person's thoughts, procedures, outcomes, or words without providing proper credit," according to the US Office of Research Integrity. Plagiarism, to put it another way, is misrepresenting someone else's initial idea as your own. Plagiarism has a Latin root that means kidnapper or robber. Academic fraud, such as stealing, may result in expulsion from universities and other academic institutions, as well as paper rejections or retractions from journals and a lack of reputation as a scholar.

Table:1

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	.768
Approx. Chi-Square	13273.668
Bartlett's Test of Sphericity Df	406
Sig.	.000

From Table 1, the Kaiser-Meyer-Olkin Measure of Sampling Adequacy, the value is 0.768 more than the value 0.7 and the Chi square value of the test is 13273.668. The significant value is 0.000 with the degrees of freedom 406.

Table:2

COMPONENT MATRIX

Serial no.	Variables	Extraction
1.	I can use quotes, reference and footnotes to avoid plagiarism	.677
2.	I should try to develop my own ideas to avoid plagiarism	.748
3.	I must improve my writing skills to avoid plagiarism	.785
4.	I have to check with plagiarism software	.766
5.	I must attend professional training course for plagiarism	.803
6.	I can learn a lot about plagiarism via many books and internet	.622
7.	If Universities conduct seminar on plagiarism it is useful for scholars.	.667
8.	A handbook about plagiarism helps research scholars in avoiding plagiarism	.806
9.	I can avoid plagiarism if I am well versed in going references citation	.720
10.	Universities provide training it will be helpful in avoiding plagiarism	.880
11.	I can avoid plagiarism if there is no difficulty for the writing of thesis	.829
12.	University provide training for technical writing to avoid plagiarism	.829
13.	If I know English I express my own thoughts to avoid plagiarism	.574
14.	University give training for English skills to avoid plagiarism	.608
15.	So many scholars copy others work so I am following the same	.589
16.	Plagiarism is justified if journal is plagiarized from quality journal	.710
17.	Plagiarism is justified due to engaging in important work	.791
18.	Copying methodology from other thesis is justified as it remains same	.769
19.	If anyone copying one's own data it is not punishable	.653
20.	Without copying others work nobody can write thesis	.748
21.	No one will check and detect the copied material	.758
22.	Copying and pasting from the internet is easier	.702
23.	Under pressure to complete phd I reproduce the work of others	.616
24.	I copy the work of others then nobody helps me in writing thesis	.674
25.	I copy because I feel difficulty to express thoughts in English language	.739

26.	Iamforcedtoreproduceothersworksduetoextraworkload	.800
27.	AsIamnotawareoftheissuesofplagiarismIcopytheworkofothers	.574
28.	AsIamnotinterestedinthetopicIreproduceothermaterials	.621
29.	AllinformationeasilyavailableonthenetsocopyfromtheInternet	.712

Table 2 indicated that there are 29 variables framed related to the attitudes of plagiarism. All the variables extracted and get the value of more than 0.5. Therefore all the variables are accepted and taken for the study. Universities provide training it will be helpful in avoiding plagiarism and I can avoid plagiarism it there is no difficulty for the writing of thesis got the highest value of .880 and .829. If I know English I express my own thoughts to avoid plagiarism and As I am not aware of the issues of plagiarism I copy the work of others variables are got the same least value of 0.574.

TABLE:3

Rotated Component Matrix					
Components	Component				
	1	2	3	4	5
Icanusequotesreferenceandfootnotestoavoidplagiarism	.890				
Ishouldtrytodevelopmyownideastoavoidplagiarism	.856				
I must improve my writing skill to avoid plagiarism	.850				
Ihavetocheckwithplagiarismsoftware	.849				
I must attend professional training course for plagiarism	.832				
I can learn a lot about plagiarism via many books and internet	.830				
If Universities conduct seminar on plagiarism it is useful for scholars.	.815				
A handbook about plagiarism help research scholars in avoiding plagiarism	.804				
I can avoid plagiarism if I am well versed in going reference citation	.752				
Universities provide training it will be helpful in avoiding plagiarism	.751				
I can avoid plagiarism with there is no difficulty for the writing of thesis	.712				
University provide training for technical writing use to avoid plagiarism		.890			
If I know English I express my own thoughts to avoid plagiarism		.842			
University give training for English skill to avoid plagiarism		.812			
So many scholars copy others works so I am following the same		.812			
Plagiarism is justified if Journal is plagiarized from quality Journal		.751			
Plagiarism is justified due to engaging in important work			.882		
Copying methodology from other thesis is justified as it remain same			.872		
If anyone copying ones own data it is not punishable			.836		
Without copying others work nobody can write a thesis			.732		
No one will check and detect the copied material			.721		
Copying and pasting from the Internet is easier				.869	
Under pressure to complete phd I reproduce the work of others				.862	
I copy the work of others then nobody helps me in writing thesis				.829	
I copy because I feel difficulty to express thoughts in English language				.785	
I am forced to reproduce others works due to extra workload					.929
As I am not aware of the issues of plagiarism I copy the work of others					.910
As I am not interested in the topic I reproduce other materials					.905
All information easily available on the net so copy from the Internet					.715

In Exploratory Factor Analysis, the table Rotated component matrix, the 29 components loaded with 5 factors. The first factor converged with 11 items. The second and third factors rotated with 5 factors, the fourth and fifth factors rotated with four factors. The factors named as **Attitude towards plagiarism, Reasons to reproduce the work of others, Ways to avoid plagiarism, Methods to increase knowledge of plagiarism, Ways and means of helping research in avoiding plagiarism.**

TABLE:4
KMO and Bartlett's Test

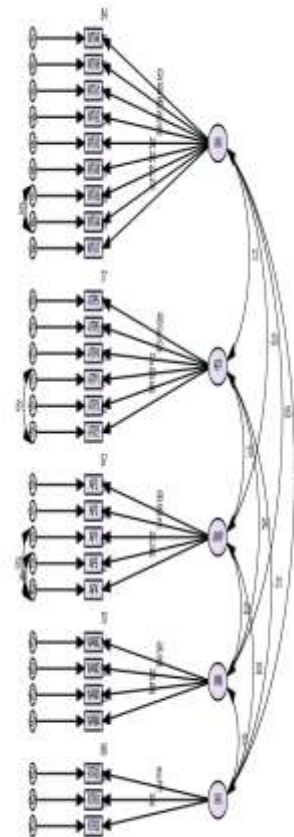
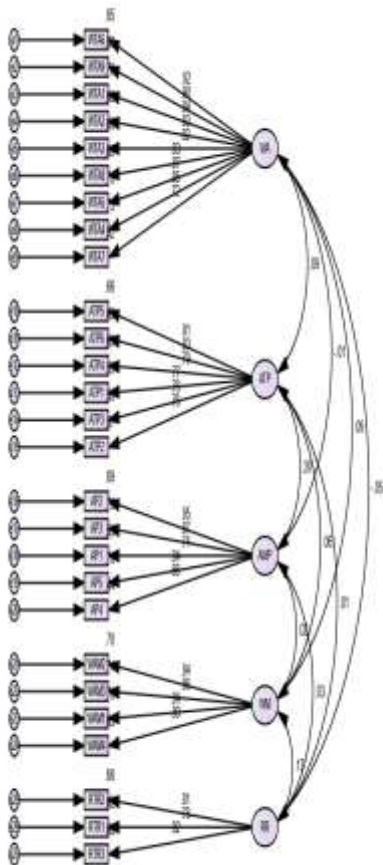
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.708
Bartlett's Test of Sphericity	Approx. Chi-Square	13536.122
	df	351
	Sig.	.000

After Exploratory Factor analysis the components get the KMO value of 0.708 with the chi-square value of 13536.122. The degrees of freedom is 351 with the significant value of 0.000

CONFIRMATORY FACTOR ANALYSIS

WITHOUT MODIFICATION INDICES

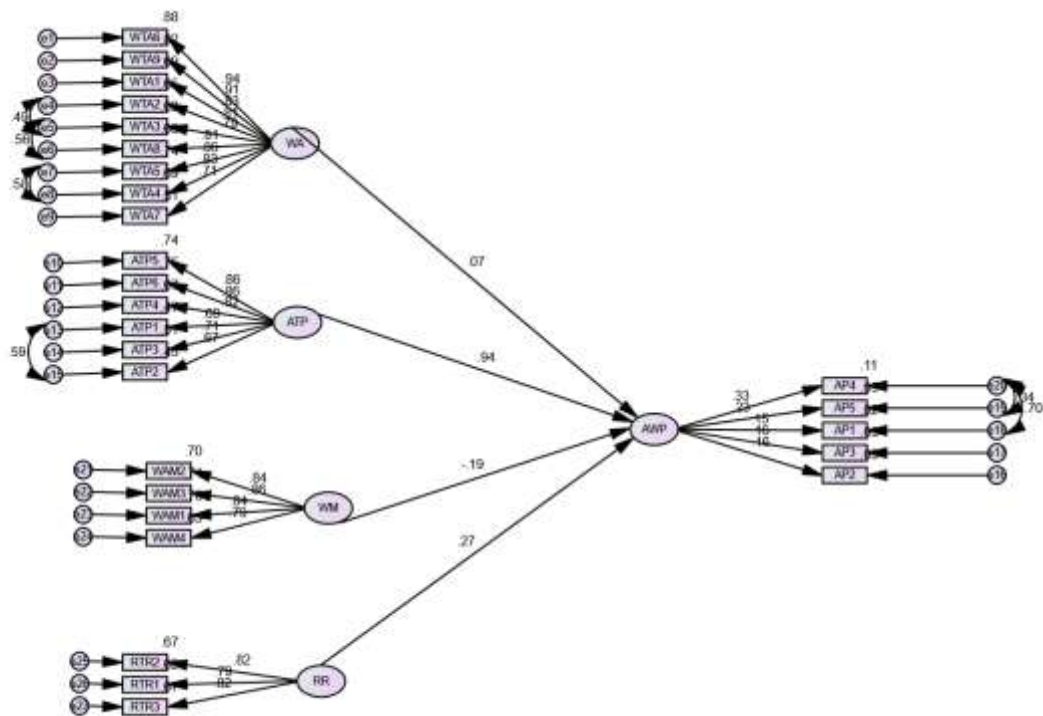
WITH MODIFICATION INDICES



Model	NPA R	CMIN Before modi.indices	CMIN After modi.indices	CMIN/DF Before modi.indices	CMIN/DF After modi.indices
Default model	64	4044.460	1063.38	12.880	3.430
Saturated model	378	.000	.000		
Independence model	27	13800.132	13800.132	39.317	39.317

Model	RMR	GFI	AGFI	NFI	RFI	TLI	RMSEA
Without modi.indices	.053	.659	.589	.547	.512	.635	.356
With modi.indices	.044	.922	.961	.792	.786	.790	.152

STRUCTURAL EQUATION MODEL



MODEL VALIDITY MEASURES

CONSTRUCTS	CR	AVE	MaxR(H)	WA	ATP	WM	RR
WA	0.937	0.627	0.962	0.792			

ATP	0.865	0.509	0.916		0.714		
WM	0.835	0.555	0.902			0.745	
RR	0.744	0.588	0.849				0.699

REGRESSION WEIGHTS:

CONSTRUCTS			Estimate	S.E.	C.R.	P
AWP<---WA			.008	.012	.623	.533
AWP	<---	ATP	.135	.039	3.438	***
AWP	<---	WM	-.031	.020	-1.576	.115
AWP	<---	RR	.048	.023	2.032	.042

IMPLICATIONS:

The findings of this research suggest that postgraduate students and faculty members have a moderate outlook toward plagiarism. Faculty participants were more trained and less likely to plagiarise than postgraduates. Since post-graduate students will be the future health-care providers, a lack of knowledge about plagiarism among them could have significant repercussions. As a result, the importance of addressing the question of plagiarism among students is highlighted. If plagiarism is not addressed, experimental science devolves into a rehash of prior work with no sense of originality.

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