Quantitative Analysis of Plagiarism and Academic Integrity based on the Gender category for the Post Graduate Students to Project the Efficiency of Higher Education

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Abstract- Plagiarism plays a major role and most important factor among the Post Graduate students. It is a serious offense and threat afflicting publication of research work globally. Similarly, Academic integrity (AI) contraventions of plagiarism also increased nowadays among the students, research scholars and academicians. Due to this reason, this study aims to concentrate to relate Academic Integrity related to plagiarism and the seriousness of these issues. The proposed study reveals about the quantitative and qualitative analysis of Academic Integrity and Plagiarism among the Post Graduate student from various Deemed Universities of Chennai City. This study provides the review on AI and Plagiarism based on the category of gender. It is hoped that the outcomes of this analysis may be wont to perceive the problems of educational dishonesty and the ways of development in Plagiarism developed which supports the scholars so as to scale back its occurrences.

Keywords: Academic Dishonesty, Deemed Universities, Gender, Plagiarism, Post Graduate Students, Questionnaire

I. INTRODUCTION:

The trustworthiness and stability of academic institutions reflect asignificantfeature of a nation's educational development. Academic integrity (AI) is important in strengthening a nation's/country education system and society but problems involving academic dishonesty (AD) are currently risingproblem, it damages the integrity of the education system. Generally, the higher education students are doing corruption in terms of copying others work from the various resources which may causes the lack of academic integrity. Corruption may be monetary/nonmonetary which may be in the form of getting fake degrees, plagiarism and cheating. Massive implications will occur if this phenomenon is not considered seriously. The result of these implications can affect institutions of higher learning, making it difficult for these institutions to achieve their academic goals in disseminating knowledge[1].Plagiarism and Academic integrity (AI) findings are a vibrant and toughest process in all the academic institutions. Academic performance has been examined through Academic dishonesty (AD) among theall the college students but whichis notsatisfing the evaluation requirements and other institutional policies[2]. Plagiarismand Academic Dishonestyis a universal phenomenon in developed countries and emerging places[3,4,5,6,7]. Investigation has been tried in manyplacesof the world.The survey report says, there are 40 to 80% of HE students are interested in AD [5,6,7,8].

AI and plagiarism are challenging issuein educational institutions. According to the survey report, the majority of the students have committed with AI and plagiarism depends on the various factors since they are in a position to complete their tests, assignments and report preparation[9].Williams et al., have attempted a review on AD among the students which implies that, the 100% of students applied AD and plagiarism when compared to the previous years[10]. Similarly, various countries like Taiwan[11] and New Zealand[12]have made an attempt to find the level of AD among the students and how they cheated the faculty members. One of the author have investigated the perceptions of student and staff experiences towards plagiarism in an Australian dental school, and they have got the responses such as 1) majority of the participants told about plagiarism tool which is inadequate, mandatory for all courses. 2) Workshops are necessary to know the guidelines to handle the plagiarism[13].

Many researcheshave been conducted to analyse the status of the plagiarism and AI among the students, faculty members and researchers[9,12,14].The students from Computer Science background are most widely committed the AD compared to other branch students. This is due to the influence of different sources

like Internet and other electronic based sources. Nowadays there are various virtual resources which affect the today's education in terms of plagiarism.Academic Dishonestyhas beenassociatedwith the gender and age of students; female and older students are considerably lesser than younger and male students incheating[15,16].

AD is a very serious offencewhich affects thehigher educational institutions;hence there is a needto make an attention towards Academic Dishonesty prevention. The further information's are inspired by the fact that,the Higher Education is the final stage of education. From this stage, the students are directly arrivinginto thejob market. From the Students' views, regardless of the establishment is accepting and non-accepting statements regarding dishonest practices may contribute their behaviours at the operating atmosphere additionally. Sometimes, the problems and causes of AD will not be understandable; in thatparticular situation, the academic institution musthave a responsibility to make awareness between the students[5,6,7,8,15,16,17]. Hence, every institutionmustoffer a special attentionforchasing the plagiarism and AI to the students. This worktries tofocus on the problems of agreement cheating in higher education (HE). Ina current situation, international work in the field of AI has been twisted to examine this issue, including estimatingthe looking at the nature of contract cheating, prevalence of the problem, uncovering contributory reasons or factors as to why thestudents may copy their assignments to a third party, and how the higher education institutions can efficiently reply by enhancing both educational approaches and AI policies.

Academic dishonesty or plagiarism is namely, buying assignments, print or copy the work of others without getting permissions from the owner. AD is a major global issuehence; it requires different perspectives of research in private and public institutions of higher educations. The proposed work describes about AI and plagiarism among the higher education students such as Master of Computer Applications (MCA), Master of Business Administration (MBA) and Master of Technology (M.Tech) based on the gender analysis.

II. MATERIALS AND METHODS

2.1 Sampling

Approximately, 950 survey questionnaire forms were circulated in and around the Chennai deemed universities. Totally, 875 students have enrolled out of 950 forms. The response rate for this questionnaire section is 92%. All participants' responses are recorded and stored from the survey forms. The respondents consist of 524 (59.89%) male students and 351 (40.11%) female students. The students are from different disciplines namely, Master of Business Administration (MBA), Master of Computer Applications (MCA) and Master of Technology (M.Tech). The total participants of these disciplines are displayed in Table 1.

Table 1Demographic details of the dataset

Total number of survey questionnaires circulated	:	950			
Total number of responses	:	875			
Total number of Male respondents	:	524			
Total number of Female respondents	:	351			

Disciplines	Male		Female		Total	
	Count	Percentage	Count	Percentage	Count	Percentage
M. Tech	47	8.97%	69	19.66%	116	13.26%
M.C.A	181	34.54%	136	38.75%	317	36.23%
M.B.A	296	56.49%	146	41.60%	442	50.51%
Total	524		351		875	

Students were requested to spend approximately 5 to 10 minutes to complete the questionnaire. All questionnaires were distributed and taken back after completion.

2.2 Instrument

In this work we proposed questionnaire and survey method to take a review on AI and plagiarism perception from the higher education students. The questionnaire has been created based on the earlier

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studies and literature reviews. These questionnaire measures includes four major segments such as, personal information, preliminary/primary information related to AI and plagiarism, Plagiarism tools and perspective towards AI and plagiarism and its tools. Every segment is constructed with various numbers of scales and different items. First segment I contains 4 questions, Segment II comprises of 7 questions, Segment III contains 22 questions and segment IV consists of 8 questions. The validity process has been carried out through gender analysis using scale values. The structure of the instrument is mentioned in Table 2 which helps to show the different units and associated with the AI and plagiarism.

III. RESULTS AND DISCUSSION

The questionnaire helps to collect the survey which is based on the Academic Integrity University Survey rules. The questionnaire contains four sections. These sectionsare asked to students with demographic details especially, gender, ethnicity, institution andage. Students were requested to fill their discipline and programme of study. The other three section questionnairesare related to Academic integrity and Plagiarism behaviours and awareness. All the questionnaires are qualitative questions which help to know the level of awareness among the higher education students and it improves the academic integrity policies.

Table 2Structure of the instrument

Section 1	Variables	Scale	Value
1	Self-introduction		
2	Academic Integrity, Plagiarism behaviours	Strongly disagree Disagree Agree Strongly agree	0-4
3	Academic Integrity, Plagiarism awareness	Strongly disagree Disagree Agree Strongly agree	0-4
4	Perceptions towards Academic Integrity, Plagiarism	Never Sometimes Always	0-2

3.1 Respondents Profile

The survey questionnaire has been reached to the students in two ways such as direct mode (received survey forms directly from the students from few universities) and indirect mode through Google forms and shared. Totally, 950 forms has been shared to the higher education (M.tech, MCA, MBA) students and got 875 valid responses. In these responses, for M.Tech female respondents (19.66%) are higher than other discipline students. In MCA (34.54%) and MBA (56.49%) students, the male student respondents are high compared to M.Tech students.The majority of the student defendants(95%) are in the age of below 25 years. Remaining 5% of student respondents are in the age of above 25 years.As a whole, the total number of male student respondents are 524 and number of female student respondents are 351. From this status it is evidently proved that, the highest numbers of respondents are male students compared to female students. Table 3 represents the distribution of the respondents list based gender analysis. All respondents are belongs to education field.

Table 3 Gender details

		Respondents count	%
Gender	Male	524	59.89
	Female	351	40.11

3.2 Validity test:

The validity test has been used to analyse the students mind set under the category of gender. The parameter (Gender) which is considered to differentiate perceptions of the students from three variousPost Graduate programmes. In this work, there are four segments which help the author to validate all questions through scale value of each segment.

Segment I : Personal details

The details of segment I is represented in table 1. As per the report the highest percentage of students shared their perceptions from M.B.A programmes and based on the gender Male student respondents is high compared to female which is represented in table 3.
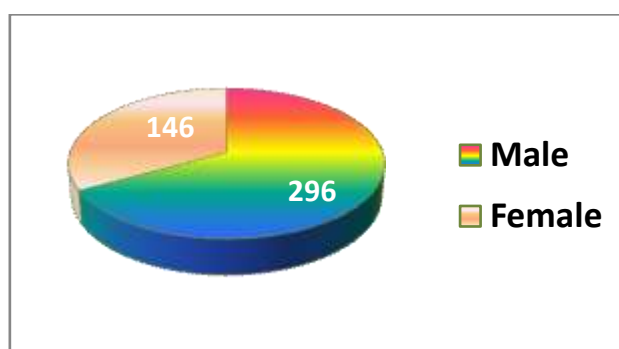
Figure 1 Respondents analysis based on the Gender

Segment II Preliminary questions

In segment II, there are 7 items which are related to academic integrity and plagiarism
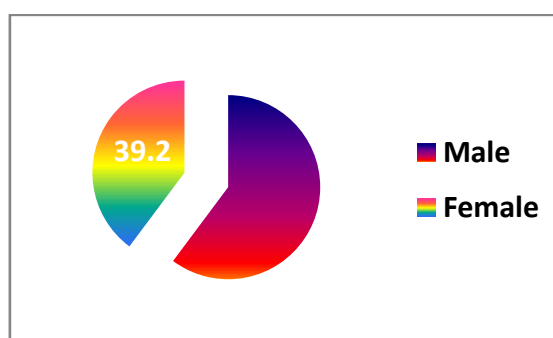

Figure 2 Initial stage of awareness from male and female students

awareness. The student's perceptions towards these domains will be responses of this segment. Based on the data collected (item number 1, 2,3 and 4) from the respondents it is observed that, the highest numbers of students are accepted and acknowledged about academic integrity and plagiarism than unknown students which is displayed in figure 2.

Totally 98% of respondents said that, the answer as "yes" which proves that most of the students aware about AI and plagiarism. This is because of dataset selection which is from the Deemed universities. The remaining three items related to society impacts which have 3 or 4 score values which is displayed in figure 3.

Segment III-Academic Integrity, Plagiarism and its tools

This segment is used to find the frequency of academic integrity and plagiarism and its tools among different disciplines based on the gender. Entirely, 22 items are asked in this segment and it has an option of strongly disagree, disagree, agree and strongly agree.Most of the student have chosen the "strongly agree" and the score value stars from 1-4.
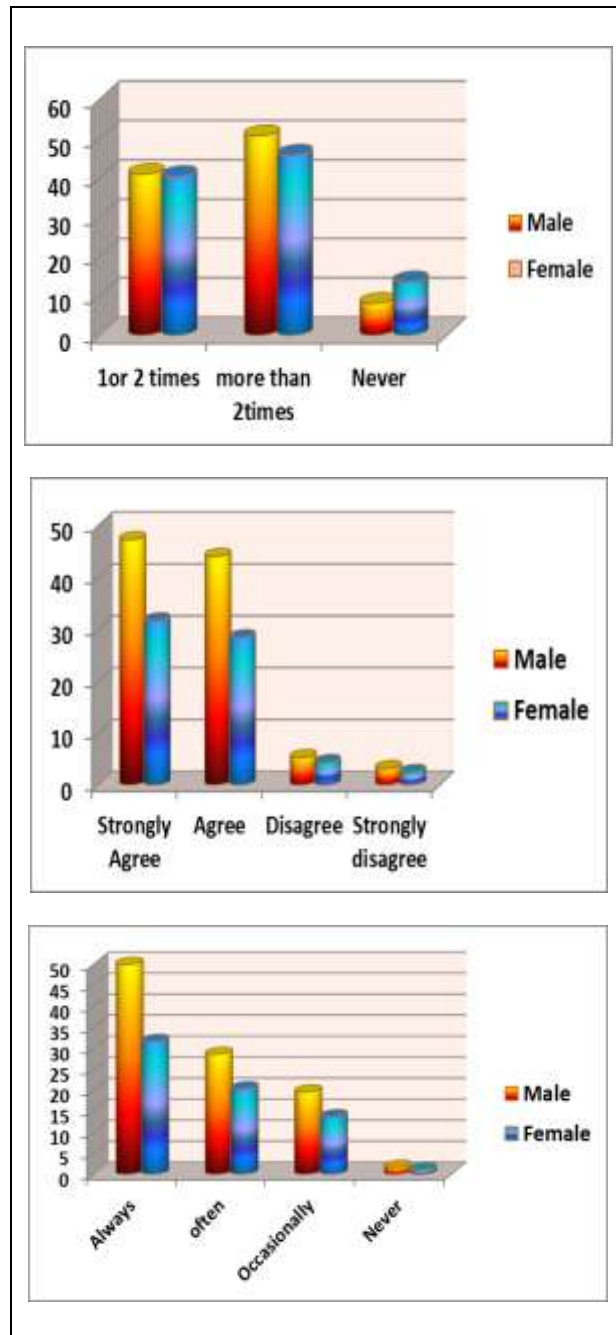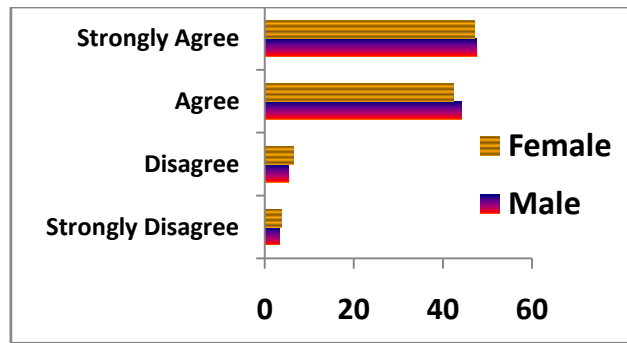

Figure 3Items related to societal impacts

Figure 4. Gender wise responses from Segment III

Segment IV- Perceptions and its effects towards Academic Integrity, Plagiarism and its tools

This segment projects the exact mind set of the students, student's perceptions/attitudes, refection of student behaviour and moral judgement. The first item express about the list of ways to violate academic dishonesty and plagiarism (copied from the internet resources/others work in preparing documents/assignments/materials etc.) is represented in figure 5.Second itemrelates to perception towards academic integrity through different score values.
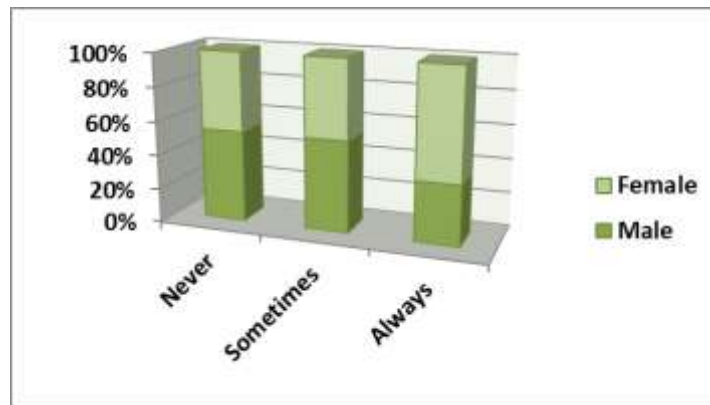

Figure 5 Percentage of students violated the rules towards academic dishonesty

This implies that the influence of the Internet and other newsources of electronic media-based information'sare considerable to create impact on academic dishonesty. The rapid development of virtual resources is a primarily source to affect theeducation today. Many of the students were accepted these things and agreed strongly which is depicted in figure 6. Third item elaborates about the reasons for using plagiarism such as, non-existence of time to finish the work. Too much exertion/effort is needed to complete the work, Better understanding etc. The remaining consists of types of plagiarism and their awareness. These reports will strengthen the level of studentscommitment related to plagiarism and academic dishonesty.
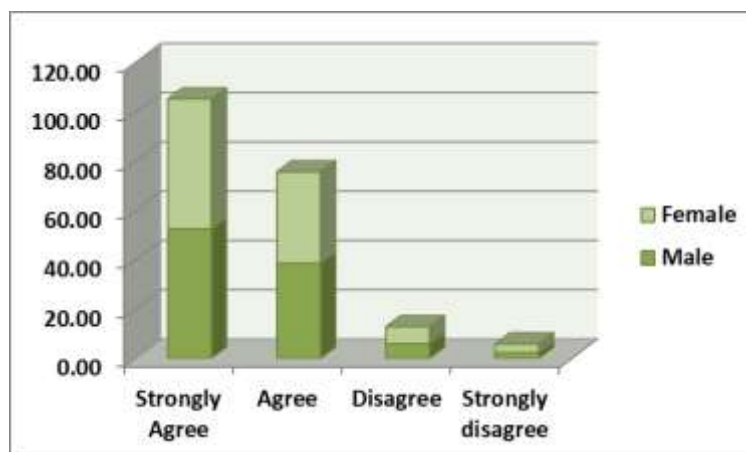
Figure 6Students perceptions towards academic integrity

Based on the above report it is concluded that, both male and female students are equally skilled academic integrity and plagiarism and they are regularly used to it nowadays in Deemed Universities. This is because of the students are getting continuous training and instructions through the universities. These findings shows that, the phenomenon of academicdishonesty and plagiarism is still predominant among students and it surely need to be explained and examined widely so that it does notcontinue in future trend.

IV. CONCLUSION

The proposed work deals about academic dishonesty and plagiarism. These are major issue in educational institutions nowadays. Because all materials are available in various sources namely, internet, social media and so on which helps the user to get the inputs easily. Hence there is needed to make a review in the academic institutions. Therefore this work made an attempt to collect the relationship among the academic integrity and plagiarism among the students. In the same way, this work analysed the involvements between male and female students. Finally it concludes that, both male and female students are equally participated in anti-plagiarism this is due to the deemed university involvement and encouragement.

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