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MEASURING FACULTY PERCEPTION OF PLAGIARISM: A STUDY AMONG ARTS AND SCIENCE COLLEGES IN SOUTH INDIA

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Abstract

The concept of plagiarism is universally addressed in all scholarly, artistic, and scientific disciplines. Plagiarism is using someone else's work or ideas without attributing proper credit and presenting the work or ideas as your own. It is considered an academic violation, though it is not illegal in a criminal or civil sense. The present study attempted to measure the faculty perception of plagiarism. The aimed to analysis the faculty perception on plagiarism on Exacerbate, Justification for Plagiarism. It is also analysis the factors on Severity and Penalty on plagiarism and Misfitting Items related to plagiarism. The study collected responses from faculty members working in arts and science colleges in south India. It is mentioned that when someone commits plagiarism, the act is against the author of the work. Majorities of respondents are tempted to plagiarize if they have permission from a friend to copy his or her work, plagiarized if they currently have more important obligations or tasks to do and tempted to plagiarize because, even if caught, the punishment will be light.

Keywords: Perception, Plagiarism, Faculty

Introduction

A general principle underlying ethical writing is the notion that the written work of an author, be it a manuscript for a magazine or scientific journal, a research paper submitted for a course, or a grant proposal submitted to a funding agency, represents an implicit contract between the author of that work and his/her readers. Accordingly, the reader assumes that the author is the sole originator of the written work and that any material, text, data, or ideas borrowed from others is clearly identified as such by established scholarly conventions, such as footnotes, block-indented text, and quotations marks. The reader also assumes that all information conveyed therein is accurately represented to the best of the author's abilities. In sum, plagiarism can be a very serious form of ethical misconduct. For this reason, the concept of plagiarism is universally addressed in all scholarly, artistic, and scientific disciplines. In the humanities and the sciences, for example, a plethora of writing guides for students and professionals exist to provide guidance to authors on discipline-specific procedures for acknowledging the contributions of others.

Plagiarism is the unauthorized or unacknowledged use of another person's academic or scholarly work. Done on purpose, it is cheating. Done accidentally, it is no less serious. Regardless of how it occurs, plagiarism is a theft of intellectual property and

a violation of an ironclad rule demanding "credit be given where credit is due". Quite often, carelessness, procrastination and inexperience are contributing factors behind a charge of plagiarism. Developing good research habits and learning how to properly cite and document your sources will keep you above suspicion and protect you from such charges. If you intend on pursuing an academic career, your scholarship will undergo constant examination by your peers and colleagues. Your reputation will be earned when you earn their respect; how you will be judged will be based, in part, on how you treat the intellectual property of others. Acknowledging those from whom you have learned assigns credibility to your work and creates a record that other researchers can refer to and build upon. More importantly, your own skill and talent as a scholar will begin to take shape. As respect for your scholarship grows, so too will your inclusion in the ongoing conversation among experts, past and present, within your specific field of study. Your own body of intellectual property will not be far behind. Plagiarism is using someone else's work or ideas without attributing proper credit and presenting the work or ideas as your own. It is considered an academic violation, though it is not illegal in a criminal or civil sense. When someone commits plagiarism, the act is against the author of the work.

Review of Literature

James, Mark X. (2019) suggested that students who believe that imitation of experts is important to learning are more likely to self-report plagiarism, and that business students are more likely to self-report than non-business students. The other factors noted about ability to express one's self in English writing and their language skills. These results pointed that key insight into the English writing plagiarism behaviors of Chinese students studying in Western higher education. **Khairnar, Mahesh Ravindra (2019)** explored attitude toward plagiarism (ATP) measured using a self-administered questionnaire and PG students showed more positive attitude and less negative ATP as compared to faculty members. The study showed negligence of PG students toward plagiarism which calls for improvement in awareness regarding plagiarism and research education. **Strangfeld, Jennifer A. (2019)** highlighted that students plagiarize primarily because they are concerned that not only are their vocabulary and writing skills subpar, but that they do not fit into the college student role. Consequently, students' plagiarism experiences are contextualized within their broader educational histories rather than limited to the immediate circumstances surrounding their academic dishonesty. **Oyewole, Olawale (2018)** revealed that most of the respondents had a high level of awareness of the various acts that constitute plagiarism and majority of the distance learners had a negative perception of plagiarism as they viewed it as a crime who indicated that they will ensure that they duly acknowledge their sources of information. The study suggested to develop a plagiarism policy that will be given to all the students.

Idiegbeyan-ose, Jerome (2016) revealed average level of awareness of plagiarism among postgraduate students, level of training influenced their level of awareness; pressure to meet deadlines, inadequate writing skills and lack of knowledge of what constitutes plagiarism were found to be responsible for the malaise. It recommended the intensification of awareness and sensitization programmes on plagiarism by various institutions and to enforce the use of Turnitin in all Nigerian Universities. **Ibegbulam, Ijeoma J. (2015)** showed that the knowledge of plagiarism among the students prior to their being taught the subject was very low. However, after being exposed to the subject through teaching, their knowledge increased significantly. The attitude of respondents to strategies for curbing plagiarism showed that respondents favored corrective measures over punitive measures. The study concluded that university administrations should pay close attention to this problem by developing strategies that can help resolve it. **Dias, Paulo C (2014)** indicated that both teacher and students know that plagiarism is illegal and their attributes on plagiarism to the easiness on contents access on Internet but while teachers tend to attribute causes to students' lack of skills, students highlight the pressure to get good grades, laziness and poor management as well as the expectation that won't be caught.

Fish, Reva (2013) revealed that students believed other students are far more likely than them to commit each type of plagiarism and they recognized that some types of plagiarism are more serious than others. The opportunity to reduce incidents of plagiarism by providing students with accurate information about plagiarism at their schools is discussed in the context of social norms theory. **Ramzan, Muhammad (2012)** revealed that there was a low level of awareness about plagiarism and university plagiarism policies and processes amongst the students. A significant number of students have fairly admitted that they have intentionally plagiarized written materials. It recommended that creating awareness amongst the students regarding plagiarism, plagiarism policies and provides statistical evidences for formulation of policies and guidelines to combat plagiarism in institutions of higher learning in Pakistan. **Kim, Aaron (2009)** measured the impact of using anti-plagiarism tools (APT's) on students' behavior and attitudes toward plagiarism. It is noticed that correlations between APT perception and plagiarism behavior, moral judgment and neutralization.

Objectives:

- ❖ To study the respondents opinion about Factors that Exacerbate, Justification for Plagiarism
- ❖ To analysis the factors on Severity and Penalty on plagiarism and Misfitting Items related to plagiarism

Methodology

To obtain the above objectives a structured questionnaire used. Attitudes toward Plagiarism questionnaire was developed, with good psychometric characteristics. In questionnaire development, Ajzen's theory of planned behavior (TPB) was chosen as a model to predict the intention to plagiarize. TPB is a relevant predictive model of academic dishonesty that explains behavior as a final act anticipated by logical thinking. Simple random sampling adopted for the study to collect data from the students, research scholars and faculty members of Arts and Science Colleges in Coimbatore. 140 questionnaires distributed among the various respondents and 130 received which consider for the study analysis. The response rate for the questionnaire was 92.85%.

Social Demographic Profile:

It is noticed that 37% of the respondents was male and 63% of the respondents was female. Among the age group, 39% of the respondents were above 40 years and 23% of the respondents were 36-40 years age. 18% of the respondents was belonged to 31-35 age, 12% of the respondents were 26-30 age and 8% of the respondents was aged below 25. 45% of the respondents was faculty members, 37% of the respondents were research scholars and 18% of the respondents was PG students. Among the discipline wise distribution, 44% of the respondents was represented from Science, 34% of the respondents were from Arts background and 22% of the respondents were from Humanities subjects. Among the educational qualification distribution, 58% of the respondents had PG with NET and 12% of the respondents were had PG with M.Phil as educational qualification. 30% of the respondents had Ph.D degree. Among the experience distribution, 42% of the respondents had below 3 years of experience and 25% of the respondents had 3-5 years of experience. 22% of the respondents had 6-9 years of experience and 11% of the respondents had above 10 years of experience.

Table No 1
Factors that Exacerbate Plagiarism

Sl. No	Factors		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
1	Short deadlines or a heavy workload give me the right to plagiarize a bit.	N	20	47	29	21	13	130
		%	15.4	36.2	22.3	16.2	10	100
2	A plagiarized paper does no harm to the value of a university degree.	N	25	37	32	25	11	130
		%	19.2	28.5	24.6	19.2	8.5	100
3	Those who say they have never plagiarized are lying.	N	22	28	33	26	21	130
		%	16.9	21.5	25.4	20	16.2	100

4	Plagiarism can be justified if I currently have more important obligations or tasks to do.	N	23	44	17	25	21	130
		%	17.7	33.8	13.1	19.2	16.2	100
5	Sometimes, it is necessary to plagiarize.	N	22	22	32	21	33	130
		%	16.9	16.9	24.6	16.2	25.4	100
6	I am tempted to plagiarize if I have permission from a friend to copy his or her work.	N	75	17	4	23	11	130
		%	57.7	13.1	3.1	17.7	8.5	100
7	I am tempted to plagiarize if I currently have more important obligations or tasks to do.	N	21	53	42	1	13	130
		%	16.2	40.8	32.3	0.8	10	100
8	I am tempted to plagiarize because, even if caught, the punishment will be light (the reward outweighs the risk).	N	46	16	32	12	24	130
		%	35.4	12.3	24.6	9.2	18.5	100

The table no 1 shows the respondents opinion about factors related to exacerbate plagiarism. It is noticed that 15.4% of the respondents were strongly agreed and 36.2% of the respondents were agreed that short deadlines or a heavy workload gave them the right to plagiarize a bit. Around 22.3% of the respondents were neutral about the statement. 16.2% of the respondents were disagreed and 16.2% of the respondents were strongly disagreed about short deadlines or heavy workloads gave them the right to plagiarize a bit. It is clear that 19.2% of the respondents were strongly agreed and 28.5% of the respondents were agreed that plagiarized paper does no harm to the value of a university degree. Around 24.6% of the respondents were neutral about this statement. 19.2% of the respondents were disagreed and 8.5% of the respondents were strongly disagreed about plagiarized paper does no harm to the value of a university degree. It is noticed that 16.9% of the respondents were strongly agreed and 21.5% of the respondents were agreed that those who say they have never plagiarized are lying. Around 25.4% of the respondents were neutral about the plagiarized are lying. 20% of the respondents were disagreed and 16.2% of the respondents were strongly disagreed that plagiarized are lying. It is clear that 17.7% of the respondents were strongly agreed and 33.8% of the respondents were agreed that Plagiarism can be justified if they currently have more important obligations or tasks to do. Around 13.1% of the respondents were neutral about this statement. 19.2% of the respondents were disagreed and 16.2% of the respondents were strongly disagreed that plagiarism can be justified if they currently have more important obligations or tasks to do. It is noticed that 16.9% of the respondents were strongly agreed and another 16.9% of the respondents were agreed that sometimes, it is necessary to plagiarize. Around 24.6% of the respondents were neutral about the necessary to plagiarize. 16.2% of the respondents were disagreed and 25.4% of the respondents were strongly disagreed about sometimes, it is necessary to plagiarize. It is clear that 57.7% of the respondents were

strongly agreed and 13.1% of the respondents were agreed that they tempted to plagiarize if they have permission from a friend to copy once work. Around 3.1% of the respondents were neutral about this statement. 17.7% of the respondents were disagreed and 8.5% of the respondents were strongly disagreed that they tempted to plagiarize if they have permission from a friend to copy once work. It is noticed that 16.2% of the respondents were strongly agreed and 40.8% of the respondents were agreed that they tempted to plagiarize if they currently have more important obligations or tasks to do. Around 32.3% of the respondents were neutral about this statement. 11% of the respondents were disagreed that they tempted to plagiarize if they currently have more important obligations or tasks to do. It is noticed that 35.4% of the respondents were strongly agreed and 12.3% of the respondents were agreed that they tempted to plagiarize because, even if caught, the punishment will be light. Around 24.6% of the respondents were neutral about this statement. 9.2% of the respondents were disagreed and 18.5% of the respondents were strongly disagreed that they tempted to plagiarize because, even if caught, the punishment will be light.

Table No: 2
Ranking the Exacerbate factors on Plagiarism

Sl. No	Factors	Mean	Std. Deviation	Rank
1	Short deadlines or a heavy workload give me the right to plagiarize a bit.	2.69	1.206	4
2	A plagiarized paper does no harm to the value of a university degree.	2.69	1.225	5
3	Those who say they have never plagiarized are lying.	2.97	1.323	7
4	Plagiarism can be justified if I currently have more important obligations or tasks to do.	2.82	1.367	6
5	Sometimes, it is necessary to plagiarize.	3.16	1.419	8
6	I am tempted to plagiarize if I have permission from a friend to copy his or her work.	2.06	1.445	1
7	I am tempted to plagiarize if I currently have more important obligations or tasks to do.	2.48	1.094	2
8	I am tempted to plagiarize because, even if caught, the punishment will be light (the reward outweighs the risk).	2.63	1.5	3

The table no 2 shows the respondents opinion about ranking the exacerbate factors on plagiarism. Among the various factors, they tempted to plagiarize if they have permission from a friend to copy his or her work (M: 2.06; SD: 1.445) ranked first, they tempted to plagiarize if I currently have more important obligations or tasks to do (M: 2.48; SD: 1.094) ranked second, they tempted to plagiarize because, even if

caught, the punishment will be light (the reward outweighs the risk).(M: 2.63; SD: 1.5) ranked third, Short deadlines or a heavy workload give them the right to plagiarize a bit (M: 2.69; SD: 1.206) ranked fourth, A plagiarized paper does no harm to the value of a university degree (M: 2.69; SD: 1.225) ranked fifth, Plagiarism can be justified if they currently have more important obligations or tasks to do, (M: 2.82; SD: 1.367) ranked sixth, Those who say they have never plagiarized are lying (M: 2.97; SD: 1.323) ranked seventh and Sometimes, it is necessary to plagiarize (M: 3.16; SD: 1.419) ranked eighth.

Table No: 3

Relationship between age of the respondents and their opinion on factors related to exacerbate on plagiarism

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	1.000 ^a	1.000	1.000	.000

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	187.692	8	23.462	.	.000 ^a
	Residual	.000	121	.000		
	Total	187.692	129			

The table no 3 shows the regression test results between age of the respondents and their opinion on factors related to exacerbate on plagiarism. It is understand the significant value is 0.000 at the significance level of 95%. Hence the null hypothesis was rejected. The hypothesis mentioned that there is a significant relationship on age and factors related to exacerbate on plagiarism.

Table No: 4

Relationship between educational qualification and their opinion on factors related to exacerbate on plagiarism

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.332 ^a	.110	.052	.662

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6.592	8	.824	1.878	.005 ^a
	Residual	53.100	121	.439		
	Total	59.692	129			

The table no 4 shows the regression test results between educational qualification of the respondents and their opinion on factors related to exacerbate on plagiarism. It is understand the significant value is 0.005 at the significance level of 95%. Hence the null hypothesis was rejected. The hypothesis mentioned that there is a significant relationship on educational qualification and factors related to exacerbate on plagiarism.

Table No: 5

Relationship between experience of the respondents and their opinion on factors related to exacerbate on plagiarism

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.506 ^a	.256	.207	.828

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	28.517	8	3.565	5.197	.000 ^a
	Residual	82.991	121	.686		
	Total	111.508	129			

The table no 5 shows the regression test results between experience of the respondents and their opinion on factors related to exacerbate on plagiarism. It is understand the significant value is 0.000 at the significance level of 95%. Hence the null hypothesis was rejected. The hypothesis mentioned that there is a significant relationship on experience of the respondents and factors related to exacerbate on plagiarism.

Table No: 6
Justification factor on Plagiarism

Sl. No	Factors		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
1	Sometimes you cannot avoid using other people's words, because there are only so many ways to describe something.	N	44	24	39	16	7	130
		%	33.8	18.5	30	12.3	5.4	100
2	It is justified to use previous descriptions of a concept or theory, because they remain the same.	N	21	18	16	40	35	130
		%	16.2	13.8	12.3	30.8	26.9	100
3	Self-plagiarism is not punishable because it is not harmful (you cannot steal from yourself).	N	70	16	37	2	5	130
		%	53.8	12.3	28.5	1.5	3.8	100
4	Undergraduate students, because they are just learning the ropes, should receive milder punishment for plagiarism.	N	49	34	30	6	11	130
		%	37.7	26.2	23.1	4.6	8.5	100
5	It is justified to use your own previous work, without providing citation, in order to complete the current work.	N	45	27	44	10	4	130
		%	34.6	20.8	33.8	7.7	3.1	100
6	Since plagiarism is taking other people's words rather than tangible assets, it should not be considered a serious offence.	N	50	33	29	14	4	130
		%	38.5	25.4	22.3	10.8	3.1	100

The table no 6 presents respondents opinion about the justification for the plagiarism. It is noticed that 33.8% of the respondents were strongly agreed and 18.5% of the respondents were agreed that sometimes they cannot avoid using other people's words, because there are only so many ways to describe something. Around 30% of the respondents were neutral about this statement. 12.3% of the respondents were disagreed and 5.4% of the respondents were strongly disagreed that sometimes they cannot avoid using other people's words, because there are only so many ways to describe something. It is clear that 16.2% of the respondents were strongly agreed and 13.8% of the respondents were agreed that justified using previous descriptions of a concept or theory, because they remain the same. Around 12.3% of the respondents were neutral about this statement. 30.8% of the respondents were disagreed and 26.9% of the respondents were strongly disagreed that justified using previous descriptions of a concept or theory, because they remain the same. It is noticed that 53.8% of the respondents were strongly agreed and 12.3%

of the respondents were agreed that self-plagiarism is not punishable because it is not harmful. Around 28.5% of the respondents were neutral about this statement. 1.5% of the respondents were disagreed and 3.8% of the respondents were strongly disagreed that self-plagiarism is not punishable because it is not. It is clear that 37.7% of the respondents were strongly agreed and 26.2% of the respondents were agreed that undergraduate students, because they are just learning the ropes, should receive milder punishment for plagiarism. Around 23.1% of the respondents were neutral about this statement. 4.6% of the respondents were disagreed and 8.5% of the respondents were strongly disagreed that undergraduate students, because they are just learning the ropes, should receive milder punishment for plagiarism. It is noticed that 34.56% of the respondents were strongly agreed and 20.8% of the respondents were agreed that it is justified to use their own previous work, without providing citation, in order to complete the current work. Around 33.8% of the respondents were neutral about this stand. 7.7% of the respondents were disagreed and 3.1% of the respondents were strongly disagreed that it is justified to use their own previous work, without providing citation, in order to complete the current work. It is noticed that 38.5% of the respondents were strongly agreed and 25.4% of the respondents were agreed that since plagiarism is taking other people's words rather than tangible assets, it should not be considered a serious offence. Around 22.3% of the respondents were neutral about this statement. 10.8% of the respondents were disagreed and 3.1% of the respondents were strongly disagreed that since plagiarism is taking other people's words rather than tangible assets, it should not be considered a serious offence.

Table No: 7
Ranking of Justification factor on Plagiarism

Sl. No	Factors	Mean	Std. Deviation	Rank
1	Sometimes you cannot avoid using other people's words, because there are only so many ways to describe something.	2.37	1.221	5
2	It is justified to use previous descriptions of a concept or theory, because they remain the same.	3.38	1.427	6
3	Self-plagiarism is not punishable because it is not harmful (you cannot steal from yourself).	1.89	1.108	1
4	Undergraduate students, because they are just learning the ropes, should receive milder punishment for plagiarism.	2.2	1.235	3

5	It is justified to use your own previous work, without providing citation, in order to complete the current work.	2.24	1.105	4
6	Since plagiarism is taking other people's words rather than tangible assets, it should not be considered a serious offence.	2.15	1.142	2

Table no 7 shows the ranking the respondents' opinion about justification factor on plagiarism. Among the various factors, Self-plagiarism is not punishable because it is not harmful (you cannot steal from yourself) (M: 1.89; SD: 1.108) ranked first, Since plagiarism is taking other people's words rather than tangible assets, it should not be considered a serious offence (M: 2.15; SD: 1.142) ranked second, Undergraduate students, because they are just learning the ropes, should receive milder punishment for plagiarism (M: 2.2; SD: 1.235) ranked third, It is justified to use your own previous work, without providing citation, in order to complete the current work (M: 2.24; SD: 1.105) ranked fourth, Sometimes you cannot avoid using other people's words, because there are only so many ways to describe something (M: 2.37; SD: 1.221) ranked fifth and it is justified to use previous descriptions of a concept or theory, because they remain the same (M: 3.38; SD: 1.427) ranked sixth.

Table No: 8
Relationship between age of the respondents and their opinion on factors related to Justification on Plagiarism

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.367 ^a	.135	.093	.478

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4.381	6	.730	3.197	.004 ^a
	Residual	28.089	123	.228		
	Total	32.469	129			

The table no 8 shows the regression test results between age of the respondents and their opinion on factors related to justification on plagiarism. It is understand the significant value is 0.004 at the significance level of 95%. Hence the null hypothesis was rejected. The hypothesis mentioned that there is a significant relationship on age and factors related to justification on plagiarism.

Table No: 9
Relationship between category of the respondents and their opinion on factors related to Justification on Plagiarism

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.367 ^a	.135	.092	.648

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	8.029	6	1.338	3.186	.005 ^a
	Residual	51.663	123	.420		
	Total	59.692	129			

The table no 9 shows the regression test results between category of the respondents and their opinion on factors related to justification on plagiarism. It is understand the significant value is 0.005 at the significance level of 95%. Hence the null hypothesis was rejected. The hypothesis mentioned that there is a significant relationship on category and factors related to justification on plagiarism.

Table No: 10
Relationship between educational qualification of the respondents and their opinion on factors related to Justification factor on Plagiarism

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.746 ^a	.556	.534	.633

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	61.779	6	10.297	25.674	.000 ^a
	Residual	49.329	123	.401		
	Total	111.108	129			

The table no 10 shows the regression test results between educational qualification of the respondents and their opinion on factors related to justification on plagiarism. It is understand the significant value is 0.005 at the significance level of 95%. Hence the null hypothesis was rejected. The hypothesis mentioned that there is a significant relationship on educational qualification and factors related to justification on plagiarism.

Table No: 11
Relationship between experience of the respondents and their opinion on factors related to Justification on Plagiarism

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.570 ^a	.325	.292	.782

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	36.228	6	6.038	9.865	.000 ^a
	Residual	75.280	123	.612		
	Total	111.508	129			

The table no 11 shows the regression test results between experience of the respondents and their opinion on factors related to justification on plagiarism. It is understand the significant value is 0.000 at the significance level of 95%. Hence the null hypothesis was rejected. The hypothesis mentioned that there is a significant relationship on experience and factors related to justification on plagiarism.

Table No: 12
Severity and Penalty factors on Plagiarism

Sl. No	Factors		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
1	Plagiarized parts of a student's paper should be ignored if the paper is otherwise of high quality.	N	40	44	25	10	11	130
		%	30.8	33.8	19.2	7.7	8.5	100
2	Self-plagiarism should not be punishable	N	26	23	23	19	39	130

	in the same way as plagiarism is.	%	20	17.7	17.7	14.6	30	100
3	If you cannot write well because of unfamiliarity with the topic area, it is justified to copy parts of a paper already published in that area in order to accurately represent those ideas.	N	54	29	28	8	11	130
		%	41.5	22.3	21.5	6.2	8.5	100
4	Given a commonly perceived decline in moral and ethical standards, it is important to discuss issues like plagiarism and self-plagiarism.	N	29	37	42	15	7	130
		%	22.3	28.5	32.3	11.5	5.4	100
5	Plagiarism is as bad as stealing an exam.	N	18	26	44	28	14	130
		%	13.8	20	33.8	21.5	10.8	100
6	Plagiarism undermines independent thought.	N	16	32	48	21	13	130
		%	12.3	24.6	36.9	16.2	10	100
7	Since plagiarism is taking other people's words rather than tangible assets, it should not be considered a serious offence.	N	25	25	34	27	19	130
		%	19.2	19.2	26.2	20.8	14.6	100
8	Plagiarism is not a big deal.	N	27	16	32	27	28	130
		%	20.8	12.3	24.6	20.8	21.5	100

The table no 12 shows the respondents opinion about severity and penalty about the plagiarism. It is noticed that 30.8% of the respondents were strongly agreed and 33.8% of the respondents were agreed that plagiarized parts of a student's paper should be ignored if the paper is otherwise of high quality. Around 19.2% of the respondents were neutral about the statement. 7.7% of the respondents were disagreed and 8.5% of the respondents were strongly disagreed that plagiarized parts of a student's paper should be ignored if the paper is otherwise of high quality. It is clear that 20% of the respondents were strongly agreed and 17.7% of the respondents were agreed that self-plagiarism should not be punishable in the same way as plagiarism is. Around 17.7% of the respondents were neutral about this stand. 14.6% of the respondents were disagreed and 30% of the respondents were strongly disagreed that self-plagiarism should not be punishable in the same way as plagiarism is. It is noticed that 41.5% of the respondents were strongly agreed and 22.3% of the respondents were agreed that if they cannot write well because of unfamiliarity with the topic area, it is justified to copy parts of a paper already published in that area in order to accurately represent those ideas. Around 21.5% of the respondents were neutral about this statement. 6.2% of the respondents were disagreed and 8.5% of the respondents were strongly disagreed that if they cannot write well because of unfamiliarity with the topic area, it is justified to copy parts of a paper already published in that area in order to accurately represent those ideas. It is noticed that 22.3% of the respondents were strongly agreed and 28.5% of the

respondents were agreed that given a commonly perceived decline in moral and ethical standards, it is important to discuss issues like plagiarism and self-plagiarism. Around 32.3% of the respondents were neutral about this statement. 11.5% of the respondents were disagreed and 5.4% of the respondents were strongly disagreed that given a commonly perceived decline in moral and ethical standards, it is important to discuss issues like plagiarism and self-plagiarism. It is clear that 13.8% of the respondents were strongly agreed and 20% of the respondents were agreed that plagiarism is as bad as stealing an exam. Around 33.8% of the respondents were neutral about this statement. 21.5% of the respondents were disagreed and 10.8% of the respondents were strongly disagreed that plagiarism is as bad as stealing an exam. It is clear that 12.3% of the respondents were strongly agreed and 24.6% of the respondents were agreed that plagiarism undermines independent thought. Around 36.9% of the respondents were neutral about this statement. 16.2% of the respondents were disagreed and 10% of the respondents were strongly disagreed that plagiarism undermines independent thought. It is noticed that 19.2% of the respondents were strongly agreed and another 19.2% of the respondents were agreed that since plagiarism is taking other people's words rather than tangible assets, it should not be considered a serious offence. Around 26.2% of the respondents were neutral about this stand. 20.8% of the respondents were disagreed and 14.6% of the respondents were strongly disagreed that since plagiarism is taking other people's words rather than tangible assets, it should not be considered a serious offence. It is clear that 20.8% of the respondents were strongly agreed and 12.3% of the respondents were agreed that plagiarism is not a big deal. Around 24.6% of the respondents were neutral about this stand. 20.8% of the respondents were disagreed and 21.5% of the respondents were strongly disagreed that plagiarism is not a big deal. It is clear that 13.8% of the respondents were strongly agreed and 16.9% of the respondents were agreed that sometimes they copy a sentence or two just to become inspired for further writing. Around 24.6% of the respondents were neutral about this statement. 21.5% of the respondents were disagreed and 23.1% of the respondents were strongly disagreed that sometimes they copy a sentence or two just to become inspired for further writing. It is noticed that 50.8% of the respondents were strongly agreed and 21.5% of the respondents were agreed that they don't feel guilty for copying verbatim a sentence or two from their previous papers. Around 21.5% of the respondents were neutral about this statement. 2.3% of the respondents were disagreed and 3.8% of the respondents were strongly disagreed that they don't feel guilty for copying verbatim a sentence or two from their previous papers. It is clear that 18.5% of the respondents were strongly agreed and 30.8% of the respondents were agreed that plagiarism is justified if they currently have more important obligations or tasks to do. Around 33.8% of the respondents were neutral about this statement. 9.2% of the respondents were disagreed and 7.7% of the respondents were strongly disagreed that plagiarism is justified if they currently have more important obligations or tasks to do. It is noticed that 17.7% of the respondents were strongly agreed and 20.8% of the

respondents were agreed that Sometimes, it is necessary to plagiarize. Around 32.3% of the respondents were neutral about this statement. 16.9% of the respondents were disagreed and 12.3% of the respondents were strongly disagreed that sometimes, it is necessary to plagiarize

Table No: 13
Ranking of Severity and Penalty factors on Plagiarism

Sl. No	Factors	Mean	Std. Deviation	Rank
1	Plagiarized parts of a student's paper should be ignored if the paper is otherwise of high quality.	2.29	1.223	2
2	Self-plagiarism should not be punishable in the same way as plagiarism is.	3.17	1.521	8
3	If you cannot write well because of unfamiliarity with the topic area, it is justified to copy parts of a paper already published in that area in order to accurately represent those ideas.	2.18	1.273	1
4	Given a commonly perceived decline in moral and ethical standards, it is important to discuss issues like plagiarism and self-plagiarism.	2.49	1.122	3
5	Plagiarism is as bad as stealing an exam.	2.95	1.187	6
6	Plagiarism undermines independent thought.	2.87	1.137	4
7	Since plagiarism is taking other people's words rather than tangible assets, it should not be considered a serious offence.	2.92	1.327	5
8	Plagiarism is not a big deal.	3.1	1.424	7

The table no 13 shows the ranking of respondents' opinion on severity and penalty factors on plagiarism. Among the various factors, If you cannot write well because of unfamiliarity with the topic area, it is justified to copy parts of a paper already published in that area in order to accurately represent those ideas (M: 2.18; SD: 1.273) ranked first, Plagiarized parts of a student's paper should be ignored if the paper is otherwise of high quality (M: 2.29; SD: 1.223) ranked second, Given a commonly perceived decline in moral and ethical standards, it is important to discuss issues like plagiarism and self-plagiarism (M: 2.49; SD: 1.122) ranked third, Plagiarism undermines independent thought (M: 2.87; SD: 1.137) ranked fourth, Since plagiarism is taking other people's words rather than tangible assets, it should not be considered a serious offence (M: 2.92; SD: 1.327) ranked fifth, Plagiarism is as bad as stealing an exam (M: 2.95; SD: 1.187) ranked sixth, Plagiarism is not a big deal (M:

3.1; SD: 1.424) ranked seventh and self-plagiarism should not be punishable in the same way as plagiarism is (M: 3.17; SD: 1.521) ranked eighth.

Table No: 14
Relationship between age of the respondents and their opinion on factors related to Severity and Penalty on Plagiarism

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.487 ^a	.237	.186	1.088

ANOVA ^b						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	44.453	8	5.557	4.694	.000 ^a
	Residual	143.240	121	1.184		
	Total	187.692	129			

The table no 14 shows the regression test results between age of the respondents and their opinion on factors related to severity and penalty on plagiarism. It is understand the significant value is 0.000 at the significance level of 95%. Hence the null hypothesis was rejected. The hypothesis mentioned that there is a significant relationship on age and factors related to severity and penalty on plagiarism.

Table No: 15
Relationship between experience of the respondents and their opinion on factors related to Severity and Penalty on Plagiarism

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.409 ^a	.168	.113	.950

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	22.006	8	2.751	3.046	.004 ^a
	Residual	109.263	121	.903		
	Total	131.269	129			

The table no 15 shows the regression test results between experience of the respondents and their opinion on factors related to severity and penalty on plagiarism. It is understand the significant value is 0.004 at the significance level of 95%. Hence the null hypothesis was rejected. The hypothesis mentioned that there is a significant relationship on experience and factors related to severity and penalty on plagiarism.

Table No: 16
Misfitting factors on Plagiarism

Sl. No	Factors		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
1	I could not write a good academic paper without plagiarizing.	N	19	19	39	27	26	130
		%	14.6	14.6	30	20.8	20	100
2	When I do not know what to write, I borrow from a paper published in an unrelated field.	N	66	33	25	3	3	130
		%	50.8	25.4	19.2	2.3	2.3	100
3	If another student gives me permission to copy from his/her paper, I'm not doing anything bad because I have his/her permission.	N	32	40	39	10	9	130
		%	24.6	30.8	30	7.7	6.9	100
4	Plagiarists do not belong at university.	N	21	25	46	16	22	130
		%	16.2	19.2	35.4	12.3	16.9	100
5	The names of students who plagiarize should be disclosed to all academic staff in the faculty.	N	32	34	40	13	11	130
		%	24.6	26.2	30.8	10	8.5	100
6	Authors say they do not plagiarize, when in fact they do.	N	16	15	30	27	42	130
		%	12.3	11.5	23.1	20.8	32.3	100
7	Sometimes I'm tempted to plagiarize, because everyone else is doing it	N	55	20	39	10	6	130
		%	42.3	15.4	30	7.7	4.6	100

8	I keep plagiarizing because I haven't been caught yet.	N	44	45	24	12	5	130
		%	33.8	34.6	18.5	9.2	3.8	100
9	I study in a plagiarism-free environment.	N	51	36	36	4	3	130
		%	39.2	27.7	27.7	3.1	2.3	100
10	Sometimes I copy a sentence or two just to become inspired for further writing.	N	22	32	41	24	11	130
		%	16.9	24.6	31.5	18.5	8.5	100
11	Plagiarism is against my ethical values.	N	48	18	35	16	13	130
		%	36.9	13.8	26.9	12.3	10	100
12	If I lend a paper to another student to look at and then that student turns it in as his/her own and is caught, I should not be punished also.	N	36	16	35	20	23	130
		%	27.7	12.3	26.9	15.4	17.7	100
13	Plagiarism is only a big deal if a substantial portion of the paper has been plagiarized.	N	87	17	18	6	2	130
		%	66.9	13.1	13.8	4.6	1.5	100
14	Uploading a paper anonymously to the Internet facilitates plagiarism and is therefore wrong.	N	21	29	53	17	10	130
		%	16.2	22.3	40.8	13.1	7.7	100

The table no 16 shows the respondents opinion about the misfitting factors on plagiarism. It is noticed that 14.6% of the respondents were strongly agreed and another 14.6% of the respondents were agreed that they could not write a good academic paper without plagiarizing. Around 30% of the respondents were neutral about this stand. 20.8% of the respondents were disagreed and 20% of the respondents were strongly disagree that they could not write a good academic paper without plagiarizing. It is clear that 50.8% of the respondents were strongly agreed and 25.4% of the respondents were agreed that when they do not know what to write, they borrow from a paper published in an unrelated field. Around 19.2% of the respondents were neutral about this stand. 2.3% of the respondents were disagreed and another 2.3% of the respondents were strongly disagreed that when they do not know what to write, they borrow from a paper published in an unrelated field. It is clear that 24.6% of the respondents were strongly agreed and 30.8% of the respondents were agreed that if another student gives them permission to copy from their paper, they were not doing anything bad because they have their permission. Around 30% of the respondents were neutral about this statement. 7.7% of the respondents were disagree and 6.9% of the respondents were strongly disagreed that If another student gives them permission to copy from their paper, they were not doing anything bad because they have their permission. It is noticed that 16.2% of the respondents were strongly agreed and 19.2% of the respondents were agreed that Plagiarists do not belong at university. Around 35.4% of the respondents were neutral about this statement. 12.3% of the respondents were disagreed and 16.9% of the respondents were strongly disagreed that Plagiarists do

not belong at university. It is clear that 24.6% of the respondents were strongly agreed and 26.2% of the respondents were agreed that the names of students who plagiarize should be disclosed to all academic staff in the faculty. Around 30.8% of the respondents were neutral about this statement. 10% of the respondents were disagreed and 8.5% of the respondents were strongly disagreed that the names of students who plagiarize should be disclosed to all academic staff in the faculty. It is noticed that 12.3% of the respondents were strongly agreed and 11.5% of the respondents were agree that authors say they do not plagiarize, when in fact they do. Around 23.1% of the respondents were neutral about this statement. 20.8% of the respondents were disagreed and 32.3% of the respondents were strongly disagreed that authors say they do not plagiarize, when in fact they do. It is noticed that 42.3% of the respondents were strongly agreed and 15.4% of the respondents were agreed that sometimes they tempted to plagiarize, because everyone else is doing it. Around 30% of the respondents were neutral about the statement. 7.7% of the respondents were disagreed and 4.6% of the respondents were strongly disagreed that sometimes they tempted to plagiarize, because everyone else is doing it. It is clear that 33.8% of the respondents were strongly agreed and 34.6% of the respondents were agreed that they kept plagiarizing because they haven't been caught yet. Around 18.5% of the respondents were neutral about this statement. 9.2% of the respondents were disagreed and 3.8% of the respondents were strongly disagreed that they kept plagiarizing because they haven't been caught yet. It is clear that 39.2% of the respondents were strongly agreed and 27.7% of the respondents were agreed that they study in a plagiarism-free environment. Around 27.7% of the respondents were neutral about this stand. 3.1% of the respondents were disagreed and 2.3% of the respondents were strongly disagreed that they study in a plagiarism-free environment. It is noticed that 16.9% of the respondents were strongly agreed and 24.6% of the respondents were agree that Sometimes they copy a sentence or two just to become inspired for further writing. Around 31.5% of the respondents were neutral about this statement. 18.5% of the respondents were disagreed and 8.5% of the respondents were strongly disagree that sometimes they copy a sentence or two just to become inspired for further writing. It is clear that 36.9% of the respondents were strongly agreed and 13.8% of the respondents were agreed that plagiarism is against my ethical values. Around 26.9% of the respondents were neutral about this statement. 12.3% of the respondents were disagreed and 10% of the respondents were strongly disagreed that plagiarism is against my ethical values. It is noticed that 27.7% of the respondents were strongly agreed and 12.3% of the respondents were agreed that if they lend a paper to another student to look at and then that student turns it in as their own and is caught, they should not be punished also. Around 26.9% of the respondents were neutral about this statement. 15.4% of the respondents were disagree and 17.7% of the respondents were strongly disagreed that if they lend a paper to another student to look at and then that student turns it in as their own and is caught, they should not be punished also. It is clear that 66.9% of the respondents were strongly agreed and 13.1% of the respondents were agreed

that plagiarism is only a big deal if a substantial portion of the paper has been plagiarized. Around 13.8% of the respondents were neutral about this statement. 4.6% of the respondents were disagreed and 1.5% of the respondents were strongly disagreed that plagiarism is only a big deal if a substantial portion of the paper has been plagiarized. It is noticed that 16.2% of the respondents were strongly agreed and 22.3% of the respondents were agreed that uploading a paper anonymously to the Internet facilitates plagiarism and is therefore wrong. Around 40.8% of the respondents were neutral about this statement. 13.1% of the respondents were disagreed and 7.7% of the respondents were strongly disagreed that uploading a paper anonymously to the Internet facilitates plagiarism and is therefore wrong.

Table No: 17
Ranking of Misfitting factors on Plagiarism

Sl. No	Factors	Mean	Std. Deviation	Rank
1	I could not write a good academic paper without plagiarizing.	3.17	1.313	13
2	When I do not know what to write, I borrow from a paper published in an unrelated field.	1.8	0.984	2
3	If another student gives me permission to copy from his/her paper, I'm not doing anything bad because I have his/her permission.	2.42	1.147	6
4	Plagiarists do not belong at university.	2.95	1.284	12
5	The names of students who plagiarize should be disclosed to all academic staff in the faculty.	2.52	1.209	8
6	Authors say they do not plagiarize, when in fact they do.	3.49	1.371	14
7	Sometimes I'm tempted to plagiarize, because everyone else is doing it	2.17	1.195	5
8	I keep plagiarizing because I haven't been caught yet.	2.15	1.107	4
9	I study in a plagiarism-free environment.	2.02	1.004	3
10	Sometimes I copy a sentence or two just to become inspired for further writing.	2.77	1.185	10
11	Plagiarism is against my ethical values.	2.45	1.359	7
12	If I lend a paper to another student to look at and then that student turns it in as his/her own and is caught, I should not be punished also.	2.83	1.442	11

13	Plagiarism is only a big deal if a substantial portion of the paper has been plagiarized.	1.61	0.992	1
14	Uploading a paper anonymously to the Internet facilitates plagiarism and is therefore wrong.	2.74	1.118	9

The table no 17 shows the ranking of respondents' opinion on misfitting factors on plagiarism. Plagiarism is only a big deal if a substantial portion of the paper has been plagiarized (M: 1.61; SD: 0.992) ranked first, When I do not know what to write, I borrow from a paper published in an unrelated field (M: 1.8; SD: 0.984) ranked second, they study in a plagiarism-free environment (M: 2.02; SD: 1.004) ranked third, they keep plagiarizing because I haven't been caught yet. (M: 2.15; SD: 1.107) ranked fourth, Sometimes I'm tempted to plagiarize, because everyone else is doing it, (M: 2.17; SD: 1.195) ranked fifth, If another student gives me permission to copy from his/her paper, I'm not doing anything bad because I have his/her permission. (M: 2.42; SD: 1.147) ranked sixth, Plagiarism is against my ethical values. (M: 2.45 ; SD: 1.359) ranked seventh, The names of students who plagiarize should be disclosed to all academic staff in the faculty (M: 2.52; SD: 1.209) ranked eighth, Uploading a paper anonymously to the Internet facilitates plagiarism and is therefore wrong (M: 2.74; SD: 1.118) ranked ninth, Sometimes I copy a sentence or two just to become inspired for further writing (M: 2.77; SD: 1.185) ranked tenth, If I lend a paper to another student to look at and then that student turns it in as his/her own and is caught, I should not be punished also (M: 2.83; SD: 1.442) ranked eleventh, Plagiarists do not belong at university. (M: 2.95; SD: 1.284) ranked twelfth, they could not write a good academic paper without plagiarizing (M: 3.17; SD: 1.313) ranked thirteenth and Authors say they do not plagiarize, when in fact they do. (M: 3.49 ; SD: 1.371) ranked fourteenth.

Table No: 18

Relationship between age of the respondents and their opinion on factors related to Misfitting on Plagiarism

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.480 ^a	.231	.137	1.121

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	43.267	14	3.090	2.461	.004 ^a
	Residual	144.426	115	1.256		
	Total	187.692	129			

The table no 18 shows the regression test results between age of the respondents and their opinion on factors related to misfitting on plagiarism. It is understand the significant value is 0.004 at the significance level of 95%. Hence the null hypothesis was rejected. The hypothesis mentioned that there is a significant relationship on age and factors related to misfitting on plagiarism.

Table No: 19

Relationship between educational qualification of the respondents and their opinion on factors related to Misfitting on Plagiarism

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.435 ^a	.190	.091	1.034

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	28.757	14	2.054	1.921	.003 ^a
	Residual	122.966	115	1.069		
	Total	151.723	129			

The table no 19 shows the regression test results between educational qualification of the respondents and their opinion on factors related to misfitting on plagiarism. It is understand the significant value is 0.003 at the significance level of 95%. Hence the null hypothesis was rejected. The hypothesis mentioned that there is a significant relationship on educational qualification and factors related to misfitting on plagiarism.

Table No: 20
Relationship between experience of the respondents and their opinion on factors related to Misfitting on Plagiarism

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.417 ^a	.174	.073	1.081

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	28.257	14	2.018	1.729	.005 ^a
	Residual	134.274	115	1.168		
	Total	162.531	129			

The table no 20 shows the regression test results between experience of the respondents and their opinion on factors related to misfitting on plagiarism. It is understand the significant value is 0.005 at the significance level of 95%. Hence the null hypothesis was rejected. The hypothesis mentioned that there is a significant relationship on experience and factors related to misfitting on plagiarism.

Findings and discussion

- ❖ On the exacerbate factors on plagiarism, majorities of respondents are tempted to plagiarize if they have permission from a friend to copy his or her work, plagiarized if I currently have more important obligations or tasks to do and tempted to plagiarize because, even if caught, the punishment will be light. Some of the respondents felt that short deadlines or a heavy workload give them the right to plagiarize a bit , a plagiarized paper does no harm to the value of a university degree and plagiarism can be justified if they currently have more important obligations or tasks to do. Lesser level of respondents mentioned that those who say they have never plagiarized are lying and sometimes, it is necessary to plagiarize.
- ❖ The study highlighted that there is a significant relationship on age, educational qualification & experience of the respondents and factors related to exacerbate on plagiarism.

- ❖ On justification factor on plagiarism, majorities of the respondents mentioned that self-plagiarism is not punishable because it is not harmful and since plagiarism is taking other people's words rather than tangible assets, it should not be considered a serious offence. Some of the respondents were stated undergraduate students, because they are just learning the ropes, should receive milder punishment for plagiarism, It is justified to use your own previous work, without providing citation, in order to complete the current work, Lesser number of respondents mentioned that sometimes they cannot avoid using other people's words, because there are only so many ways to describe something and it is justified to use previous descriptions of a concept or theory, because they remain the same.
- ❖ The study highlighted that there is a significant relationship on age, category, educational qualification & experience of the respondents and factors related to justification on plagiarism.
- ❖ On severity and penalty factors on plagiarism, Most of the respondents stated that If they cannot write well because of unfamiliarity with the topic area, it is justified to copy parts of a paper already published in that area in order to accurately represent those ideas, Plagiarized parts of a student's paper should be ignored if the paper is otherwise of high quality, Given a commonly perceived decline in moral and ethical standards, it is important to discuss issues like plagiarism and self-plagiarism. Some of the respondents mentioned that Plagiarism undermines independent thought , Since plagiarism is taking other people's words rather than tangible assets, it should not be considered a serious offence, Plagiarism is as bad as stealing an exam. Lesser respondents stated that Plagiarism is not a big deal and self-plagiarism should not be punishable in the same way as plagiarism.
- ❖ The study highlighted that there is a significant relationship on age, & experience of the respondents and factors related to severity and penalty on plagiarism.
- ❖ On misfitting factors on plagiarism, majorities of the respondents stated that plagiarism is only a big deal if a substantial portion of the paper has been plagiarized, When they do not know what to write, they borrow from a paper published in an unrelated field, they study in a plagiarism-free environment, they keep plagiarizing because they haven't been caught yet., Sometimes they are tempted to plagiarize, because everyone else is doing it. Some of the respondents mentioned that If another student gives them permission to copy from their paper, I'm not doing anything bad because I have his/her permission. Plagiarism is against my ethical values, The names of students who plagiarize should be disclosed to all academic staff in the

faculty, Uploading a paper anonymously to the Internet facilitates plagiarism and is therefore wrong, Sometimes they copy a sentence or two just to become inspired for further writing. Lesser respondents stated that If they lend a paper to another student to look at and then that student turns it in as his/her own and is caught, I should not be punished also , Plagiarists do not belong at university, they could not write a good academic paper without plagiarizing and Authors say they do not plagiarize, when in fact they do..

- ❖ The study highlighted that there is a significant relationship on age, educational qualification & experience and factors related to misfitting on plagiarism.

Conclusion:

In sum, plagiarism can be a very serious form of ethical misconduct. For this reason, the concept of plagiarism is universally addressed in all scholarly, artistic, and scientific disciplines. Plagiarism is using someone else's work or ideas without attributing proper credit and presenting the work or ideas as your own. It is considered an academic violation, though it is not illegal in a criminal or civil sense. When someone commits plagiarism, the act is against the author of the work. Majorities of respondents are tempted to plagiarize if they have permission from a friend to copy his or her work, plagiarized if I currently have more important obligations or tasks to do and tempted to plagiarize because, even if caught, the punishment will be light. Self-plagiarism is not punishable because it is not harmful and since plagiarism is taking other people's words rather than tangible assets, it should not be considered a serious offence. Some of the respondents were stated undergraduate students, because they are just learning the ropes, should receive milder punishment for plagiarism. Plagiarism is only a big deal if a substantial portion of the paper has been plagiarized, when they do not know what to write, they borrow from a paper published in an unrelated field.

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