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# Evaluation of 8th Semester Engineering Student's Perception, Awareness and Behavior towards Plagiarism in BGS Institute of Technology at Adi Chunachangiri University

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# **Evaluation of 8<sup>th</sup> Semester Engineering Student's Perception, Awareness and Behavior towards Plagiarism in BGS Institute of Technology at Adi Chunachangiri University.**

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**Abstract:** The aim of this study was to assess evaluation of 8<sup>th</sup> semester engineering student's perception, awareness and behavior towards plagiarism in BGS Institute of Technology at Adi Chunachangiri University. The used survey design in which questionnaire was used to collect data. Altogether 250 questionnaires were distributed proportionally to respondents and 218 were collected with a response rate of 87.2%. Necessary statistical techniques and methods will be used to analyze the research data. After completion of the analysis the findings will be drawn and they will be presented in the form of report. The findings revealed the engineering college students of BGSIT (BGS Institute of Technology) using plagiarism for various purposes, purposes users using plagiarism is presented in table 7.4. Among the respondents with regard to the using plagiarism of 'Learn How to Write', majority of respondents biggest choice 126(57.8%) say 'strongly agree'; with a highest mean value of 4.9 and SD being .915. The parameter among users in the awareness of 'Plagiarisma'. It is observed that majority of the users says 'strongly agree' mean value of 4.16 and SD being .1.00 (Table-7.5). The respondents with regard to the behavior of 'Sometimes it is necessary to plagiarize (if you have another important task to do you can plagiarize).' more number of user biggest choice is 118(54.1) 'strongly agree' with highest mean value of 4.11 and SD being .1.26. (Table-7.9), for behaviors of Students about preparing and submitting an assignment in time in B G S Institute of Technology, 8<sup>th</sup> semester students.

**Key Words:** Plagiarism, Cheating, College, Higher Education, Social Norms Theory, Adi Chunachangiri University (ACU), Karnataka, India.

## **1. Introduction:**

While plagiarism is a widespread problem, college instructors tend to overestimate its frequency (Hard, Conway, & Moran, 2006). Students also believe plagiarism occurs more often than it does, to an even greater extent than faculty, and they generally attribute the high rate of incidents to strangers rather than people they know or themselves (Engler, Landau, & Epstein, 2008). It is important to understand students' beliefs about the frequency and nature of incidents of plagiarism at their schools. Even though students expect faculty to impose consequences for academic misconduct (Kuther, 2003; Brown, 2012), they also look to other students' behavior to determine how far they can push the boundaries of a professor's course policies (Feldman, 2001; McCabe, Trevino, & Butterfield, 2001; Hard et al., 2006; Rettinger & Kramer, 2009). Their opinion that some unidentified group of students at their college regularly submits work they did not do themselves can distort students' understandings of acceptable strategies they should use to complete assignments. Students who see some forms of plagiarism as less serious than others and who believe other students plagiarize frequently may become more likely to plagiarize themselves. This study looked at evaluation of 8<sup>th</sup> semester engineering student's perception, awareness and behavior towards plagiarism in BGS Institute of Technology at Adi Chunachangiri University and explored how that varied over the types of plagiarism, from using another author's ideas to submitting an entire document copied verbatim from another author's work. It also looked at whether students believe some types of plagiarism are more serious than others. The consequences of students' beliefs that plagiarism is a common practice and how institutions should address that are discussed.

## **2. Literature Review:**

Miller (2014) attempted to collect rates of continued plagiarism among students and surveyed 702 university students about plagiarism in 2011. The authors discovered that 93% of students who completed the PANS course facilitated by a librarian in-person passed the final exam with a grade of 70% or higher, while 85% of students who took the same course independently. The authors report that referrals of students who plagiarized declined significantly ( $p\text{-value} < 0.001$ ) since the implementation of a plagiarism avoidance curriculum. As reported by the authors, first-year university students require more extensive education about plagiarism avoidance. In discussing the challenges and implementation of plagiarism awareness curricula, the authors contribute to the dialogue about effective approaches to addressing this critical issue in higher education.

Strittmatter & Bratton (2014) focuses on students' understanding of what plagiarism is and is not. Author evaluates the effect of library instruction from a broader perspective by examining the pre- and posttest (instruction) levels of students' perceptions toward plagiarism ethics. The study found that the reliable tool to measure changes in ethical perceptions of plagiarism. Further, author indicate that students had higher posttest perceptions of plagiarism ethics than they did prior to library instruction. Author suggest that library instruction was highly effective and meaningful impact on users' perceptions toward plagiarism ethics.

Suseela & Uma (2017) examines users' perceptions regarding plagiarism, plagiarism detection tools, similarity verification process and seeks to obtain their feedback on implementing the new practice and the role of the library in executing the program. Data collected through an online questionnaire, the results indicate that 80-90% agreed with implementing plagiarism detection process through tools and were satisfied with the information and screening services provided by the Library. Author suggested that institutions be proactive in promoting ethical values/ code among] students and in inculcating the best practices in writing.

Naeem & et al (2018) carried out with an objective to explore university students' perception about what constitutes plagiarism and what does not as well as to what extent do they perceive plagiarism as inappropriate and against their ethical values. The study conducted in a public sector university of Southern Punjab region and participants through convenience sampling to collect the data for this study. Majority of the respondents agreed that plagiarism is against their ethical values and it is as bad as stealing the final exam ahead of time and memorizing the answer. Authors concluded that students are not fully aware that what does or does not constitute plagiarism, though, they are aware of the fact that plagiarism is bad and against their ethical values. The university librarians have the opportunity to float the awareness by organizing seminars, workshop and training sessions with students in different faculties to prevent them by committing plagiarism.

Yeung & et al (2018) focus on requires users to locate appropriate information from various sources in order to satisfy their information needs under strict anti-plagiarism requirements. Patrons should learn how to enhance their academic integrity and not to copy information directly from readily available sources like the Internet. Data was collected through information literacy tests, plagiarism checks on user's group projects and structured interviews.

Author find out students' awareness of academic integrity and bring about plagiarism-free learning to actualize genuine education.

### **3. Purpose of the Study:**

The purpose of this study was to Students Perceptions of Plagiarism in B G S Institute of Technology @ Adi Chunachangiri University.

### **4. Specific Objectives of the Study:**

The main research objectives are:

1. To know the purpose of using plagiarism.
2. To know the awareness about free plagiarism detection tools.
3. To examine the awareness about paid plagiarism detection tool websites.
4. To find out the possible reasons why students plagiarism.
5. To know the attitudes of students towards plagiarism.
6. To know the students perception towards plagiarism.
7. To find out the students opinion about problem towards plagiarism.
8. To know the evaluation of student's reducing plagiarism.

### **5. Scope and Limitation:**

The scope of study Evaluation of 8<sup>th</sup> semester engineering student's perception and behavior towards plagiarism in BGS Institute of Technology at Adi Chunachangiri University. Geographically the coverage of the BGS Institute of Technology, 8<sup>th</sup> semester engineering student's included from the study.

### **6. Methodology and Survey Design:**

The present study started with literature search from Library and Information Science Abstract (LISA) and Library and Information Science and Technology Abstract (LISTA) database, Google Scholar, and Emerald Insight. Some important books published by American Library Association (ALA) were also consulted to design the questionnaire. A well design questionnaire was distributed to BGS Institute of Technology 8<sup>th</sup> semester Engineering students at Adi Chunachangiri University.

### **7. Results and Discussions:**

Preliminary questions in the survey sought to gather teaching faculties' demographics. Responses to these questions are presented in the multi variable below.

## 7.1. Gender.

The gender wise status of BGS Institute of Technology 8<sup>th</sup> semester students shown in table 7.1 It may be seen from the table that majority of the respondents numbering 122 (56%) are male and the remaining 96(44%) are female respondents.

**Table 7.1**  
**Gender of the Users**

S/N	Gender	No. of Responses	Percentage
1	Male.	122	56
2	Female.	96	44
	<b>Total</b>	<b>218</b>	<b>100.0</b>

## 7.2. Department Wise Users.

Department wise breakup of the BGS Institute of Technology respondents is presented in table 7.2. The table shows that the 218 respondents, nearly 70 (45%) users are from the department of Electronics & Communication Engineering; 50 (22.9%) respondents are from the department of Computer Science & Engineering; 36 (16.5%) users are from the department of Civil Engineering, 32 (14.7 %) respondents are from the Mechanical Engineering and 30 respondents are from the departments of Information Science & Engineering 5%;

**Table 7.2**  
**Department wise users**

S/N	Departments	No. of Responses	Percentage
1	Civil Engineering.	36	16.5
2	Mechanical Engineering.	32	14.7
3	Electronics & Communication Engineering.	70	32.1
4	Computer Science & Engineering.	50	22.9
5	Information Science & Engineering.	30	13.8
	<b>Total</b>	<b>218</b>	<b>100.00</b>

## 7.3. Purpose of using plagiarism.

The engineering college students of BGSIT (BGS Institute of Technology) using plagiarism for various purposes, purposes users using plagiarism is presented in table 7.3. There are significant differences ( $P < .000$ ) the purpose of using plagiarism 'Create and Contribute New Meaning', scoring 88(40.4) and the respondents say 'agree' with a mean value of 6.36 and SD being 1.13.; among the respondents with regard to the using plagiarism of 'Learn How to Write'. Majority of respondents biggest choice 126(57.8%) say 'strongly agree'; with a highest mean value of 4.9 and SD being .915. The table 7.4, reveal that, among users in the using plagiarism of 'Show Understanding of Material'. More number of respondents are replayed that 94(3.1) says 'agree' with a mean value of 23.47 and SD being 1.09. With regard

to the using plagiarism of ‘Learn a Subject and Retain Information’ It is observed that many respondents scoring, 102(46.8%) says ‘strongly agree’; with a mean value of 4.10 and SD being 1.10.; among the respondents with regard to the using plagiarism of ‘Demonstrate Integrity’, maximum respondents scoring 96(44%) say ‘strongly agree’ with a mean value of 3.98 and SD being 1.20.

**Table 7.3**  
**Purpose**

S/N	Methods	Responses in Percentage (N=218)					Mean	SD	P Value
		1	2	3	4	5			
1	Create and Contribute New Meaning.	13 (6)	16 (7.3)	20 (9.2)	88 (40.4)	81 (37.2)	3.95	1.13	.000
2	Learn How to Write.	7 (3.2)	3 (1.4)	14 (6.4)	68 (31.2)	126 (57.8)	4.39	.915	.000
3	Show Understanding of Material.	9 (4.1)	23 (10.6)	26 (11.9)	94 (43.1)	66 (30.3)	3.47	1.09	.000
4	Learn a Subject and Retain Information.	7 (3.2)	21 (9.6)	18 (8.3)	70 (32.1)	102 (46.8)	4.10	1.10	.000
5	Demonstrate Integrity.	17 (7.8)	9 (4.4)	32 (14.7)	64 (29.4)	96 (44)	3.98	1.20	.000
6	Avoid Consequences of Plagiarism.	8 (3.7)	24 (11)	22 (10.1)	106 (48.6)	58 (26.6)	3.83	1.05	.000

Key: 1 – Strongly disagree, 2 – Disagree, 3 – Neither agree nor disagree, 4 – Agree, 5 – strongly agree, SD = Standard deviation, N=Number of Respondents, P = Probability, Numbers in Parentheses Indicates Percentage

The last parameter of the respondents in the using plagiarism of ‘Avoid Consequences of Plagiarism’. It is observed that majority of users biggest choice 106(48.6%) say ‘agree’ with a mean value of 3.83 and SD being 1.05., for using plagiarism of engineering college students in B G S Institute of Technology .

#### **7.4. Awareness about Free Plagiarism Detection Tools.**

The analysis of awareness about free plagiarism detection tools used by the respondents is presented in table 7.4. Among the respondents with regard to the awareness of ‘Dupli Checker’. Many respondents scoring 90(41.3%) say ‘agree’ and only few accounting 10(4.6%) of them state ‘strongly disagree’ with a highest mean value of 4.07 and SD being .1.05. With regard to the awareness of ‘Copy Leaks’ mean value of 4.10 and SD being.2.79, among the respondents with regard to the awareness of ‘Paper Rater’ mean value of 3.78 and SD being .1.24. The parameter among users in the awareness of ‘Plagiarisma’. It is observed that majority of the users says ‘strongly agree’ mean value of 4.16 and SD being .1.00; among the respondents with regard to the awareness of ‘Plagiarism Checker’. Many respondents scoring 84(38.5%) say ‘agree’ and very few accounting 9(4.1%) of them state ‘disagree’ with a mean value of 3.86 and SD being 1.22., with regard to the respondents with regard to the awareness of ‘Plagium’ mean value of 3.71 and SD being .1.40. The parameter among users in the

awareness of ‘PlagScan’. It is observed that majority of the users says ‘agree’ mean value of 3.72 and SD being .1.29. Observed from the table, with regard to the awareness of ‘PlagTracker’. Many respondents scoring 98(45%) say ‘strongly agree’ and very few accounting 8(3.7%) of them state ‘strongly disagree’ with a mean value of 4.05 and SD being 1.11.

**Table 7.4**  
**Detection Tools**

S/N	Tools	Responses in Percentage (N=218)					Mean	SD	P Value
		1	2	3	4	5			
1	Dupli Checker.	10 (4.6)	12 (5.5)	18 (8.3)	90 (41.3)	88 (40.4)	4.07	1.05	.000
2	Copy Leaks.	18 (8.3)	20 (9.2)	28 (12.8)	78 (35.8)	74 (33.9)	3.78	1.24	.000
3	Paper Rater.	6 (2.8)	10 (4.6)	30 (13.8)	70 (32.1)	102 (46.8)	4.16	1.00	.000
4	Plagiarisma.	13 (6)	12 (5.5)	19 (8.7)	68 (31.2)	106 (48.6)	4.11	1.15	.000
5	Plagiarism Checker.	21 (9.6)	9 (4.1)	27 (12.4)	84 (38.5)	77 (35.3)	3.86	1.22	.000
6	Plagium.	26 (11.9)	28 (12.8)	14 (6.4)	66 (30.3)	84 (38.5)	3.71	1.40	.000
7	PlagScan.	27 (12.4)	14 (6.4)	19 (8.7)	92 (42.2)	66 (30.3)	3.72	1.29	.000
8	PlagTracker.	8 (3.7)	19 (8.7)	25 (11.5)	68 (31.2)	98 (45)	4.05	1.11	.000
9	Quetext.	19 (8.7)	31 (14.2)	28 (12.8)	76 (34.9)	64 (29.4)	3.62	1.28	.000
10	Viper.	17 (7.8)	56 (25.7)	12 (5.5)	62 (28.4)	71 (32.6)	3.52	1.37	.000

Key: 1 – Strongly disagree, 2 – Disagree, 3 – Neither agree nor disagree, 4 – Agree, 5 – strongly agree, SD = Standard deviation, N=Number of Respondents, P = Probability, Numbers in Parentheses Indicates Percentage

The parameter among users in the awareness of ‘Quetext’. It is observed that majority of the users says ‘agree’ mean value of 3.62 and SD being .1.28 and last parameter among the respondents with regard to the awareness of ‘Viper’. Many respondents scoring 71(32.6%) say ‘strongly agree’ and very few accounting 12(5.5%) of them state ‘neither agree nor disagree’ with a mean value of 3.52 and SD being 1.37.

### **7.5. Awareness about Paid Plagiarism Detection Tool of Websites.**

The analysis of awareness about paid plagiarism detection tools used by the respondents is presented in table 7.5. Among the respondents with regard to the awareness of paid plagiarism detection website of ‘Copyscape.com.’ More respondents are scoring 74(33.9%) say ‘agree’ and only few accounting 8(3.7%) of them state ‘strongly disagree’ with a mean value of 3.69 and SD being.1.18. With regard to the awareness for paid plagiarism detection website of ‘Grammarly.com.’ mean value of 3.72 and SD being.1.22; respondents with regard to the paid plagiarism detection website of ‘Writecheck.com.’ mean value of 3.43 and SD being



.1.19. The parameter among users awareness for paid plagiarism detection website of ‘Plagscan.com.’ It is observed that majority of the users says ‘strongly agree’ and mean value of 3.83 and SD being .1.17; among the respondents with regard to the awareness for paid plagiarism detection website of ‘Turnitin.com.’ Many respondents scoring 89(40.8%) say ‘agree’ and very few accounting 4(1.8%) of them state ‘strongly disagree’ with a mean value of 4.04 and SD being 1.04., with regard to the respondents with regard to the paid plagiarism detection website of ‘Plagium.com.’ mean value of 3.43 and SD being .1.38. The parameter among users in the awareness for paid plagiarism detection website of ‘Scanmyessay’ It is observed that majority of the users 73(33.5) says ‘agree’ mean value of 3.44 and SD being 1.44. Observed from the table.

**Table 7.5**  
**Paid Plagiarism Detection Tools Websites**

S/N	Websites	Responses in Percentage (N=218)					Mean	SD	P Value
		1	2	3	4	5			
1	Copyscape.com.	8 (3.7)	40 (18.3)	30 (13.8)	74 (33.9)	66 (30.3)	3.69	1.18	.000
2	Grammarly.com.	9 (4.1)	36 (16.5)	40 (18.3)	55 (25.2)	78 (35.8)	3.72	1.22	.000
3	Writecheck.com.	11 (5)	52 (23.9)	32 (14.7)	79 (36.2)	44 (20.2)	3.43	1.19	.000
4	Plagscan.com.	2 (.9)	47 (21.6)	19 (8.7)	68 (31.2)	82 (37.6)	3.83	1.17	.000
5	Turnitin.com.	4 (1.8)	22 (10.1)	25 (11.5)	78 (35.8)	89 (40.8)	4.04	1.04	.000
6	Plagium.com.	23 (10.6)	44 (20.2)	34 (15.6)	50 (22.9)	67 (30.7)	3.43	1.38	.000
7	Scanmyessay.	32 (14.7)	30 (13.8)	39 (17.9)	44 (20.2)	73 (33.5)	3.44	1.44	.000
8	Plagiarism-detect.com.	22 (10.1)	28 (12.8)	34 (15.6)	52 (23.9)	82 (37.6)	3.66	1.35	.000
9	Dustball.com.	9 (4.1)	40 (18.3)	38 (17.4)	60 (27.5)	71 (32.6)	3.66	1.22	.000
10	Plagiarisma.net.	21 (9.6)	28 (12.8)	42 (19.3)	68 (31.2)	59 (27.1)	3.53	1.27	.000

Key: 1 – Strongly disagree, 2 – Disagree, 3 – Neither agree nor disagree, 4 – Agree, 5 – strongly agree, SD = Standard deviation, N=Number of Respondents, P = Probability, Numbers in Parentheses Indicates Percentage

With regard to the awareness for paid plagiarism detection website of ‘Plagiarism-detect.com.’ Many respondents scoring 82(32.6%) say ‘strongly agree’ and very few accounting 9(4.1%) of them state ‘strongly disagree’ with a mean value of 3.66 and SD being 1.35. The parameter among users in the awareness for paid plagiarism detection software of ‘Dustball.com.’ It is observed that majority of the users 71(32.6) says ‘strongly agree’ mean value of 3.66 and SD being .1.22 and last parameter among the respondents with regard to the awareness for paid plagiarism detection software of ‘Plagiarisma.net.’ Many respondents

scoring 68(32.6%) say ‘agree’ with a mean value of 3.53 and SD being 1.27., for the awareness about paid plagiarism detection tools used by students of BGSIT.

## 7.6. Possible Reasons why Students Plagiarism.

The analysis of possible reasons for why students are used plagiarism by the BGS Institute of Technology 8<sup>th</sup> semester students are presented in table 7.6. The parameter reveals that the reason of ‘Bad time management skills’. Highest number of respondents are scoring 74(33.9%) say ‘agree’ and only few accounting 8(3.7%) of them state ‘strongly disagree’ with a mean value of 3.69 and SD being.1.18. among the respondents with regard to the reason of ‘Unable to cope with the work load’ Many respondents scoring 89(40.8%) say ‘agree’ with a mean value of 3.65 and SD being 1.26., the respondents with regard to the reason of ‘The tutor doesn't care, why should I?’ more number of user says ‘agree’ mean value of 3.22 and SD being .1.39. The parameter among users in the reason of ‘External pressure to succeed’ It is observed that majority of the users 78(35.8) says ‘agree’ mean value of 3.58 and SD being .1.38.

**Table 7.6**  
**Possible Reasons**

S/N	Reasons	Responses in Percentage (N=218)					Mean	SD	P Value
		1	2	3	4	5			
1	Bad time management skills.	8 (3.7)	40 (18.3)	30 (13.8)	74 (33.9)	66 (30.3)	3.69	1.18	.000
2	Unable to cope with the work load.	14 (6.4)	35 (16.1)	36 (16.5)	61 (28)	72 (33)	3.65	1.26	.000
3	The tutor doesn't care, why should I?	32 (14.7)	46 (21.1)	32 (14.7)	58 (26.6)	50 (22.9)	3.22	1.39	.000
4	External pressure to succeed.	22 (10.1)	38 (17.4)	28 (12.8)	52 (23.9)	78 (35.8)	3.58	1.38	.000
5	Lack of understanding.	21 (9.6)	45 (20.6)	22 (10.1)	72 (33)	58 (26.6)	3.46	1.33	.000
6	I can't do this.	68 (31.2)	56 (25.7)	17 (7.8)	36 (16.5)	41 (18.8)	2.66	1.52	.000
7	I want to see if I can get away with it.	6 (2.8)	40 (18.3)	32 (14.7)	74 (33.9)	66 (30.3)	3.71	1.16	.000
8	Work together.	37 (17)	19 (8.7)	13 (6)	68 (31.2)	81 (37.2)	3.63	1.47	.000
9	But that would insult the experts in the field.	49 (22.5)	23 (10.6)	26 (11.9)	49 (22.5)	71 (32.6)	3.32	1.56	.000

Key: 1 – Strongly disagree, 2 – Disagree, 3 – Neither agree nor disagree, 4 – Agree, 5 – strongly agree, SD = Standard deviation, N=Number of Respondents, P = Probability, Numbers in Parentheses Indicates Percentage

Observed from the table, with regard to the reason of ‘Lack of understanding’ many respondents scoring 72(33%) say ‘agree’ with a mean value of 3.46 and SD being. 1.33. The parameter among users in the reason of ‘I can't do this’. It is observed that, majority of the users 68(31.2) says ‘strongly disagree’ with lowest mean value of 2.66 and SD being .1.52. The respondents with regard to the reason of ‘I want to see if I can get away with it’ more number

of user 74(33.9) says ‘agree’ mean value of 3.71 and SD being .1.16. The parameter among users in the reason of ‘Work together’ It is observed that majority of the users 81(37.2) says ‘strongly agree’ mean value of 3.63 and SD being .1.47 and last parameter among the respondents with regard to reason of ‘But that would insult the experts in the field’. Many respondents scoring 71(32.6%) say ‘strongly agree’ with a mean value of 3.32 and SD being 1.56., for possible reasons for why students are used plagiarism by the BGS Institute of Technology 8<sup>th</sup> semester students.

### 7.7. Attitudes of students towards plagiarism.

Attitudes of students towards plagiarism in B G S Institute of Technology, 8<sup>th</sup> semester students are presented in table 7.7. The parameter reveals that the attitude of ‘To discuss assignment with your friends and let him copy’. Highest number of respondents are say ‘strongly agree’ with a mean value of 3.57 and SD being 1.36.

**Table 7.7**  
**Attitudes**

S/N	Strategy	Responses in Percentage (N=218)					Mean	SD	P Value
		1	2	3	4	5			
1	To discuss assignment with your friends and let him copy.	29 (13.3)	18 (8.3)	41 (18.8)	60 (27.5)	70 (32.1)	3.57	1.36	.000
2	Not to contribute in group assignment.	26 (11.9)	50 (22.9)	36 (16.5)	40 (18.3)	66 (30.3)	3.32	1.41	.000
3	Copying another student’s assignment with and without their permission.	24 (11)	28 (12.8)	44 (20.2)	64 (29.4)	58 (26.6)	3.48	1.30	.000
4	Collecting required material from different sources & combine it to make an assignment.	40 (18.3)	20 (9.2)	28 (12.8)	68 (31.2)	62 (28.4)	3.42	1.45	.000
5	Asking your friends to make your assignment.	13 (6)	14 (6.4)	30 (13.8)	88 (40.4)	73 (33.5)	3.89	1.12	.000
6	Submitting assignment of your senior student who made it in respective semester.	9 (4.1)	22 (10.1)	45 (20.6)	64 (29.4)	78 (35.8)	3.83	1.14	.000

Key: 1 – Strongly disagree, 2 – Disagree, 3 – Neither agree nor disagree, 4 – Agree, 5 – strongly agree, SD = Standard deviation, N=Number of Respondents, P = Probability, Numbers in Parentheses Indicates Percentage

Among the respondents with regard to the attitude of ‘Not to contribute in group assignment’ many respondents say ‘agree’ with a mean value of 3.32 and SD being 1.41. The respondents with regard to the attitude of ‘Copying another student’s assignment with and without their permission’ more number of user says ‘strongly agree’ mean value of 3.48 and SD being .1.30. The parameter among users in the attitude of ‘Collecting required material from different sources & combine it to make an assignment’ It is observed that majority of the users says ‘agree’ mean value of 3.42 and SD being .1.45. The parameter among users in the

attitude of ‘Asking your friends to make your assignment’ It is observed that majority of the users says ‘agree’ mean value of 3.89 and SD being .1.12 and last parameter among the respondents with regard to attitude of ‘Submitting assignment of your senior student who made it in respective semester’. Many respondents scoring 78(35.8%) say ‘strongly agree’ with a mean value of 3.32 and SD being 1.56., for attitudes of students towards plagiarism in B G S Institute of Technology, 8<sup>th</sup> semester students.

### 7.8. Behaviors of Students about preparing and submitting an assignment in time.

Behaviors of Students about preparing and submitting an assignment in time in B G S Institute of Technology, 8<sup>th</sup> semester students are presented in table 7.8. The parameter reveals that the behavior of ‘Short deadline to submit assignment is root cause of plagiarism’. Majority of respondents are 86(39.4) say ‘strongly agree’ with a mean value of 3.78 and SD being.1.31, with regard to the behavior of ‘Those who say that they have never copied from anywhere are lying’ Many respondents say ‘strongly agree’ with a mean value of 3.98 and SD being 1.17. The respondents with regard to the behavior of ‘Sometimes it is necessary to plagiarize (if you have another important task to do you can plagiarize).’ more number of user biggest choice is 118(54.1) ‘strongly agree’ with highest mean value of 4.11 and SD being .1.26.

**Table 7.8**  
**Behaviors**

S/N	Strategy	Responses in Percentage (N=218)					Mean	SD	P Value
		1	2	3	4	5			
1	Short deadline to submit assignment is root cause of plagiarism.	20 (9.2)	22 (10.1)	30 (13.8)	60 (27.5)	86 (39.4)	3.78	1.31	.000
2	Those who say that they have never copied from anywhere are lying.	8 (3.7)	22 (10.1)	38 (17.4)	48 (22)	102 (46.8)	3.98	1.17	.000
3	Sometimes it is necessary to plagiarize (if you have another important task to do you can plagiarize).	20 (9.2)	10 (4.6)	14 (6.4)	56 (25.7)	118 (54.1)	4.11	1.26	.000
4	Plagiarizing is as bad as to steal from someone.	7 (3.2)	17 (7.8)	41 (18.8)	63 (28.9)	90 (41.3)	3.97	1.09	.000
5	If your fellow student let you copy, you are doing nothing bad.	14 (6)	10 (4.6)	19 (8.7)	75 (34.4)	100 (46.3)	4.11	1.12	.000

Key: 1 – Strongly disagree, 2 – Disagree, 3 – Neither agree nor disagree, 4 – Agree, 5 – strongly agree, SD = Standard deviation, N=Number of Respondents, P = Probability, Numbers in Parentheses Indicates Percentage

The parameter among users in the behavior of ‘Plagiarizing is as bad as to steal from someone’ majority of the users says ‘strongly agree’ mean value of 3.97 and SD being .1.09. The last parameter of the behavior of ‘If your fellow student let you copy, you are doing nothing

bad'. Many respondents say 'strongly agree' with a mean value of 4.11 and SD being 1.12., for behaviors of Students about preparing and submitting an assignment in time in B G S Institute of Technology, 8<sup>th</sup> semester students.

### 7.9. Students Perception towards Plagiarism.

Perception of Students towards plagiarism in B G S Institute of Technology, 8<sup>th</sup> semester students are presented in table 7.9. The table reveals that the perception of 'Used another author's ideas'. Majority of respondent's biggest choice is 'strongly agree' with highest mean value of 4.38 and SD being .948, with regard to the perception of 'Used another author's phrases' more number of users say 'strongly agree' with a mean value of 4.32 and SD being 1.02.

**Table 7.9**  
**Perception**

S/N	Strategy	Responses in Percentage (N=218)					Mean	SD	P Value
		1	2	3	4	5			
1	Used another author's ideas.	8 (3.7)	4 (1.8)	12 (5.5)	68 (31.2)	126 (27.8)	4.38	.948	.000
2	Used another author's phrases.	6 (2.8)	12 (5.5)	18 (8.3)	52 (23.9)	130 (59.6)	4.32	1.02	.000
3	Used another author's sentences/paragraphs.	20 (9.2)	12 (5.5)	26 (11.9)	64 (29.4)	96 (44)	3.94	1.26	.000
4	Used entire document by another author.	56 (25.7)	41 (18.8)	20 (9.2)	51 (23.4)	50 (22.9)	2.99	1.54	.000

Key: 1 –Always, 2 – Very often, 3 – Sometimes, 4 – Rarely, 5 – Never, – strongly agree, SD = Standard deviation, N=Number of Respondents, P = Probability, Numbers in Parentheses Indicates Percentage

With regard to the perception of 'Used another author's sentences/paragraphs' more number of user biggest choice is 'strongly agree' with mean value of 3.94 and SD being .1.26. & among users in the perception of 'Used entire document by another author' more number of the students says 'strongly disagree' with lowest mean value of 2.99 and SD being .1.54, for perception of Students towards plagiarism in B G S Institute of Technology.

### 7.10. Students Opinion about Problem towards Plagiarism.

Student's opinion about problem towards plagiarism in B G S Institute of Technology, 8<sup>th</sup> semester students are presented in table 7.10. The parameter reveals that the opinion of 'The use of other people's words or ideas without giving proper credit - is only one part of the general problem of cheating'. Majority of respondents are 90(41.3) say 'strongly agree' with a mean value of 3.81 and SD being .1.34, with regard to the opinion of 'Anecdotal evidence as well as a few studies suggest that student cheating is much more widespread than usually recognized' Many respondents say 'strongly agree' with a mean value of 3.60 and SD being 1.46. The respondents with regard to the opinion of 'Most cheating is undetected' more number of user biggest choice is 78(35.8) 'strongly agree' with mean value of 3.61 and SD being .1.39. The

parameter among users in the opinion of ‘Every student caught plagiarising’ majority of the users says ‘strongly agree’ mean value of 3.46 and SD being .1.56. Respondents opinion of ‘It is almost certain that many more plagiarisers escape detection’, more number of respondents say ‘strongly agree’ with a mean value of 3.44 and SD being 1.40.

**Table 7.10**  
**Problem towards Plagiarism**

S/N	Problems	Responses in Percentage (N=218)					Mean	SD	P Value
		1	2	3	4	5			
1	The use of other people’s words or ideas without giving proper credit - is only one part of the general problem of cheating.	24 (11)	17 (7.8)	25 (11.5)	62 (28.4)	90 (41.3)	3.81	1.34	.000
2	Anecdotal evidence as well as a few studies suggest that student cheating is much more widespread than usually recognized.	26 (11.9)	39 (17.9)	20 (9.2)	44 (20.2)	89 (40.8)	3.60	1.46	.000
3	Most cheating is undetected.	27 (12.4)	26 (11.9)	31 (14.2)	56 (25.7)	78 (35.8)	3.61	1.39	.000
4	Every student caught plagiarising.	46 (21.1)	20 (9.2)	22 (10.1)	48 (22)	82 (37.6)	3.46	1.56	.000
5	It is almost certain that many more plagiarisers escape detection.	32 (14.7)	27 (12.4)	36 (16.5)	59 (27.1)	64 (29.4)	3.44	1.40	.000
6	Elimination of plagiarism by detection and penalties is labor-intensive and ultimately impossible.	46 (21.1)	22 (10.1)	19 (8.7)	60 (27.5)	71 (32.6)	3.40	1.54	.000
7	Policing approach to plagiarism is educationally counterproductive.	25 (11.5)	29 (13.3)	40 (18.3)	55 (25.2)	69 (31.7)	3.52	1.35	.000
8	Students should be encouraged to model themselves on the best thinkers and, at the same time, to think critically and originally.	24 (11)	20 (9.2)	36 (16.5)	62 (28.4)	76 (34.9)	3.67	1.33	.000

Key: 1 – Strongly disagree, 2 – Disagree, 3 – Neither agree nor disagree, 4 – Agree, 5 – strongly agree, SD = Standard deviation, N=Number of Respondents, P = Probability, Numbers in Parentheses Indicates Percentage

The users with regard to the opinion of ‘Elimination of plagiarism by detection and penalties is labor-intensive and ultimately impossible’ maximum number of user biggest choice is 71(32.6) ‘strongly agree’ with mean value of 3.40 and SD being .1.54. The parameter among users in the opinion of ‘Policing approach to plagiarism is educationally counterproductive’ users agreed ‘strongly agree’ mean value of 3.52 and SD being .1.35. The last parameter of the opinion of ‘Students should be encouraged to model themselves on the best thinkers and, at the same time, to think critically and originally’. Many respondents say ‘strongly agree’ with a mean value of 3.67 and SD being 1.33., for Student’s opinion about problem towards plagiarism in B G S Institute of Technology, 8<sup>th</sup> semester students.



## 7.11. Evaluation of Student's Reducing Plagiarism.

Evaluation of student's reducing plagiarism in B G S Institute of Technology, 8<sup>th</sup> semester students are presented in table 7.11. The parameter reveals that the evaluation of 'Open discussion'. Majority of respondents are 84(38.5) say 'strongly agree' with a mean value of 3.88 and SD being 1.16, with regard to the evaluation of 'Prevention' majority of the respondents say 'agree' with a mean value of 3.72 and SD being 1.22. The respondents with regard to the evaluation of 'Acknowledgement of collaboration' more number of user says 'strongly agree' with mean value of 3.70 and SD being .1.26. The parameter among users in the evaluation of 'Acknowledgement by staff' majority of the users says 'agree' mean value of 3.83 and SD being .1.01, respondents evaluation of 'Honour code', more number of respondents are 75(34.4) say 'agree' with a mean value of 3.64 and SD being 1.23.

**Table 7.11**  
**Evaluation of Student's Reducing Plagiarism**

S/N	Evaluation	Responses in Percentage (N=218)					Mean	SD	P Value
		1	2	3	4	5			
1	Open discussion.	6 (2.8)	34 (15.6)	24 (11)	70 (32.1)	84 (38.5)	3.88	1.16	.000
2	Prevention.	23 (10.6)	11 (5)	32 (14.7)	90 (41.3)	62 (28.4)	3.72	1.22	.000
3	Acknowledgement of collaboration.	7 (3.2)	53 (24.3)	16 (7.3)	64 (29.4)	78 (35.8)	3.70	1.26	.000
4	Acknowledgement by staff.	3 (1.4)	31 (14.2)	22 (10.1)	106 (48.6)	56 (25.7)	3.83	1.01	.000
5	Honour code.	14 (6.4)	35 (16.4)	30 (13.8)	75 (34.4)	64 (29.4)	3.64	1.23	.000
6	Learning by resubmission.	22 (10.1)	38 (17.4)	18 (8.3)	58 (26.6)	82 (37.6)	3.64	1.39	.000
7	Discipline by peers.	28 (12.8)	49 (22.5)	10 (4.6)	85 (39)	46 (21.1)	3.33	1.36	.000
8	Policy.	10 (4.6)	55 (25.2)	26 (11.9)	77 (35.3)	50 (22.9)	3.47	1.22	.000
9	A sense of proportion.	16 (7.3)	34 (15.6)	30 (13.8)	52 (23.9)	86 (39.4)	3.72	1.32	.000

Key: 1 – Strongly disagree, 2 – Disagree, 3 – Neither agree nor disagree, 4 – Agree, 5 – strongly agree, SD = Standard deviation, N=Number of Respondents, P = Probability, Numbers in Parentheses Indicates Percentage

The users with regard to the evaluation of 'Learning by resubmission' maximum number of user biggest choice is 82(37.6) 'strongly agree' with mean value of 3.64 and SD being .1.39. The parameter among users in the evaluation of 'Discipline by peers', more number of users replayed that 'agree' mean value of 3.33 and SD being .1.36. Respondents evaluation of 'Policy', more number of respondents are 77(35.3) say 'agree' with a mean value of 3.47 and SD being 1.22. The last parameter of the evaluation of 'A sense of proportion'. Many respondents are scoring 86(39.4) say 'strongly agree' with a mean value of 3.72 and SD

being 1.32., Evaluation of student's reducing plagiarism in B G S Institute of Technology, 8<sup>th</sup> semester students.

## **8. Findings:**

Major findings of the study "Evaluation of 8<sup>th</sup> semester engineering student's perception, awareness and behavior towards plagiarism in BGS Institute of Technology at Adi Chunachangiri University" are presented here.

1. Among the respondents with regard to the awareness for paid plagiarism detection website of 'Turnitin.com.' Many respondents scoring 89(40.8%) say 'agree' and very few accounting 4(1.8%) of them state 'strongly disagree' with highest mean value of 4.04 and SD being 1.04. (Table: 7.5)
2. The respondents with regard to the behavior of 'Sometimes it is necessary to plagiarize (if you have another important task to do you can plagiarize).' more number of user biggest choice is 118(54.1) 'strongly agree' with highest mean value of 4.11 and SD being .1.26. (Table: 7.8)
3. Respondents biggest choice With regard to the perception of 'Used another author's phrases' more number of users 130(59.6) say 'strongly agree' with highest mean value of 4.32 and SD being 1.02. (Table: 7.9)
4. Majority of respondents are 90(41.3) say 'strongly agree' with a mean value of 3.81 and SD being.1.34,(Table: 7.10)
5. The parameter among users in the evaluation of 'Acknowledgement by staff' majority of the users 106(48.6) says 'agree' mean value of 3.83 and SD being .1.01, (Table: 7.11)

## **9. Conclusion:**

On the basis of the study, some conclusions may be derived in B G S Institute of Technology libraries are making an effort to do well in to using plagiarism. But very few authors have studied the Evaluation, perception, awareness and behavior towards plagiarism. This study surveyed students Evaluation, perception, awareness and behavior towards plagiarism in BGS Institute of Technology at Adi Chunachangiri University (ACU) about plagiarism. Students were asked how often they commit plagiarism and how often then think other students commit plagiarism. They were also asked about how serious an incident they considered each of four types of plagiarism using another author's ideas, phrases, sentences/paragraphs, and submitting an entire document written by another author. Most of the users of BGSIT in the sample reported never committing plagiarism of any type and there was a systematic decline in the admissions of plagiarism as the amount of text that was copied



and the frequency of occurrence increased. The respondents indicated they believe that some types of plagiarism are more serious than others, with taking larger sections of text from another author seen as the more serious incidents of plagiarism. Still, even using another author's ideas was believed to be at least somewhat serious by most users. The pattern being less likely to commit the types of plagiarism they saw as more serious was not evident in their reports of the plagiarism they believe was committed by other students. In fact, a small proportion of participants reported they believe some engineering college students always commit some types of the plagiarism.

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