

# Plagiarism: the Cancer of East African University Education

Okoche John Michael Maxel

Research and Development Division, Mount Kenya University, P.O Box 342-01000 Thika, Kenya

E-mail: okochem@gmail.com

## Abstract

The African tradition generally discourages dishonesty of any form as a dishonest person is viewed as a liar, a cheat, a thief and a hypocrite. Academic dishonesty of any form is regarded as plagiarism; most universities punish this crime so as to promote academic integrity. Worldwide Universities have tried to deal with this dishonesty through promotion of integrity in communication, and leadership practices in all academic work. Plagiarism is evident in students' work such as essays, term papers, reports, dissertations and thesis.

Some Universities have established policies to regulate plagiarism for students in the handling of assignments, course works, research proposals, dissertations and any piece of work. The policies clearly articulate strict adherence of the code of conduct to deal with any form of plagiarism; collusion, fabrication and any other form of academic dishonesty. This is meant to build people of good values and high academic stature to capture job market and promote the image of the Universities. Education is not just the acquisition of knowledge only but personal development that encourages intellectual and moral development. Globally Universities aspire to produce creative and innovative professionals with high moral standing in society. Universities have tried to uphold honesty through teaching, mentorship, guidance, examination and implementation of honesty policies.

This paper discusses the various forms of plagiarism, causes, approaches and mechanisms that have been adopted to combat plagiarism, the current emerging trends and challenges of academic dishonesty and recommendations for combating the plagiarism in East Africa. This highlights that unless plagiarism is given proper attention it will continue to destroy the fabrics of university education like a cancer.

**Keywords:** Plagiarism, Honesty and Integrity.

## 1.0 Background

The term plagiarism stems from the Latin word *Plagium*, meaning kidnapping a man (Masic, 2012). It literally means theft, taking material authored by others and presenting as someone else (Kljajic 1990). It is unintentionally or intentionally appropriating other people materials or passing other peoples works as your own (Roig, 2012). Plagiarism constitutes an ethical behaviour and is unacceptable (Elsevier, 2012). This is because truth and trustworthy results are the flesh and bones of scientific research (Masic, 2012). This calls for researchers, academicians to; uphold the highest level of trustworthiness through avoidance of misconduct by use of appropriate research designs and upholding ethical standards while conducting research. The use of ideas of other authors can be intentional or without intention. According to World Medical Association of Science and Communication plagiarism is defined as when six consecutive words are copied, seven to eleven words are overlapping of thirty letters (McCabe; Feghali, 2008; COPE & Armstrong, 1993). Plagiarism is defined as misappropriation of other peoples published and non published resources without providing proper acknowledgement or declaring them as one's personal effort (Gilbert & Denison, 2003; Gunsalus 2000).

Despite the differences of the versions and definitions of plagiarism but the general agreement about plagiarism is that it occurs when the materials that have been produced lack originality, poor citation of materials used, non obtainment of permission from the original authors, extension of materials of others without acknowledgement, use of texts, figures and any other unique materials that are not original. Plagiarism is academic dishonesty, unethical, promotes lack of integrity, infringes on copyright laws and legislation, and facilitates a process of moral decay in academics, research and in all forms of academic work. The practice of using other people's works as an original work of a student, lecturer, professor and any other academician like its new is plagiarism. Plagiarism is basically using the work of another person that has been previously published or unpublished like a new and original work. The behaviour traditionally is not acceptable even in the African context because in the traditional life dishonesty of any form is shunned by every community.

These calls for academicians, researchers and students uphold high levels of honesty and integrity. Proper citing and obtainment of permission from the original authors promotes academic honesty and integrity. The material used whether secondary or primary has to be authentic and dependable for the findings to support in the process of solving problems of humanity. Figures, texts, images and unique equations that will be used verbatim that has been obtained from previous work need to be quoted and cited accordingly. A source used in writing a paper must be acknowledged even if the content is paraphrased or summarized rather than directly quoted (Office of Research Integrity, 2011).

The African tradition generally discourages dishonesty of any form as a dishonest person is viewed as a liar, a cheat, a thief and a hypocrite. Academic dishonesty of any form is regarded as plagiarism; most universities

punish this crime so as to promote academic integrity. Worldwide Universities have tried to deal with this dishonesty through promotion of integrity in communication, and leadership practices in all academic work. However, in East Africa plagiarism has continued to be witnessed at students' work such as essays, term papers, reports, dissertations and thesis. The misrepresentation of work by a student, individual, organization of the work of another individual, organization by directly copying the work, paraphrasing copying of the concept without acknowledgement of the authors is plaguing University education in East Africa.

Plagiarism has very negative effects towards the achievement of quality education that produces original candidates with integrity that will promote innovativeness and creativity. The challenges in the world today require creative and innovative managers that have good morals to bring solutions to the work places. Plagiarism tends to encourage the academicians to be dishonest and thus destroy the fabric of honesty and integrity which is required in the world today. This could occur due to ignorance, carelessness, incapacity and competence by the student to present original work. Plagiarism has been graded using various scales that are minor or major, secondary or primary, intentional or unintentional, self or other plagiarism. The approaches should work towards establishing policies that regulate originality of students work while handing in assignments, course works, research proposals, dissertations and any piece of work. The deterrent measures significantly contribute towards reduction and elimination of plagiarism. The policies should clearly enforce adherence of the code of conduct to deal with any form of dishonesty; plagiarism, collusion, and fabrication. This is meant to build people of good values and high academic stature to capture job market and promote the image of the University. Mathenge (2011) asserts that learning is not just the acquisition of knowledge but personal development that encourages intellectual as well as moral development. The lecturers, administrators and University personnel that are custodians as well as implements of the university policies have to guide, teach and mentor students in all aspects of professionalism. Universities are mandated to produce creative and innovative professionals with high moral standing in society. Mentorship, guidance and counselling could enable universities to raise professionals with good morals exhibiting academic honesty. The deterrent policies on the other hand should provide for investigation, and disciplining of the offenders either by cancelling of the course work or awarding the student with marks that are below average. Academic honesty builds people of good values and high academic stature to capture job market and promote the image of the Universities. Education is not just the acquisition of knowledge only but personal development that encourages intellectual and moral development.

Whereas there is a great aspiration to produce creative and innovative professionals with high moral standing in society these has faced many challenges in developing countries. Marusic (2012) noted that ethical aspect of publishing is important for small and developing countries without developed systems to deal with plagiarism. East African Universities are faced with similar challenges of ignorance, carelessness, lack of policies, unskilled researchers, and lack of effective mechanisms for enforcement mechanisms against plagiarism. The universities in East Africa need to put in place mechanisms that will regulate and uphold honesty and integrity. This is through teaching, mentorship, guidance, examination and implementation of honesty policies. East African Universities therefore have to streamline the research processes to uphold honesty and integrity to meet the international standards of publishing. Whereas Universities in developed countries have put in place elaborate deterrent mechanisms the counterparts in Africa have lagged behind. This is articulated by Muchuku (2011) who noted that academic plagiarism in Kenyan Universities had increased in students' work; essays, term papers, report writing and dissertations mainly because of lack of anti-plagiarism detection software.

## **2.0 Methodology**

The methodology for understanding forms of plagiarism, causes and mechanisms for conversion of plagiarism was generated by using both primary and secondary data. The primary data was generated through interviews and focus group discussions with students in Mount Kenya Lodwar campus. The peer review utilized a cross sectional design where the selected sample represented a cross section of the population. The study also included all categories of subjects that were being studied at one point in time and the findings were generalized to the unfolding situation. The review utilized both probability and non probability sampling techniques. Simple random sampling was used due to the similarities within the student population handing in assignments, course works, project reports, and thesis. The study therefore ensured that the views obtained were representative of the study population. Purposive sampling was used for the selection of key informants; rich cases that had worked with the project in various ways. The lecturers were purposefully identified because of they had in-depth knowledge and experience on academic issues especially administration of course works, assignments, examinations in the University. The focus group discussions were conducted with a few students with a great interest of understanding the various forms of dishonesty. In depth interviews with lecturers was also conducted to triangulate with the students' findings. The study heavily relied on secondary data for from journals, university curriculums, policies and examination guidelines for the Universities in East Africa. This facilitated the process of coming up with conclusions and recommendations for the paper.

### 3.0 Forms of Plagiarism

**3.1 Minor and major Plagiarism:** Plagiarism can be categorized in accordance to the level of dishonesty or according to the nature it takes place. Categorization of plagiarism in accordance to the level dishonesty or the amount of words that have been copied then conclude whether is minor and major plagiarism. The people that have categorized plagiarism in accordance to the level basically draw the conclusion from the gravity or the amount of work copied by the author.

In case a person obtains entire article from the internet or copies work of another that is regarded as major and the person that copies a few sentences without acknowledging the author commits minor plagiarism. Minor plagiarism involves paraphrasing, quoting, use of pictures, diagrams, charts, tables, figures without acknowledgement of the original authors or citing. This may arise due to lack of experience, carelessness, failure to reference, and failure of accurately reference materials. The most common plagiarism in East African Universities is copying the phrases or passages from the work that has been published either on the internet without using quotation marks, or acknowledging the original author or doing both. A more subtle plagiarism occurs when a scholar gives references to original sources, and perhaps quotes them, but never looks them up, having obtained both from a secondary source -- which is not cited (Bensman, 1988:456-457). Most of the students and lecturers that were interviewed acknowledged to have committed minor plagiarism. One student highlighted that this in itself was research because this involves looking up for materials. This thing called plagiarism is new to us especially the requirement to quote materials, the University has to come up with good strategies to teach us about plagiarism.

Major plagiarism on the other hand is where an individual copy entire work, extensively paraphrases the work of others, quotes without citing the source, work lifted from the other authors without quotation marks, download materials from the internet, copy essay from the banks, presentation of designs, concepts, charts, tables, and materials that has already produced as own work. Major plagiarism which is also at times called a word for word plagiarism is where the author copies without the use of quotation marks. It becomes more serious when the original author is not cited. Most authors highlight that major plagiarism takes place with copying of passages, phrases of work that has been published by others without using quotation marks. This can be called word-for-word plagiarism". The worst form is where a person bluntly puts some ones else name in the work that has been authored by another person. Elsevier (2012), plagiarism takes many forms, from passing off another paper as the authors own, to copying or paraphrasing substantial parts of another paper, without attribution to claiming results from research conducted by others. One of the lecturers lamented that "the students just always copied each other literally without understanding the consequences. This kind of plagiarism is worse is major and universities have to come up with a solution to this kind of phenomena".

**3.2 Self plagiarism and other plagiarism:** Plagiarism has also been categorized in accordance to the source of copying the materials. In case an author's copy work from another author without acknowledging this is termed as other plagiarism but an author who uses work previously published or submitted with acknowledging commits self plagiarism. These are all forms of dishonesty as the author ends up reducing reproducing work. Self-plagiarism is defined as misconduct of one's own work (Mavrinac, Bromine, Bilic'-Zulle& Petroveki, 2010). There has been great attention to self plagiarism that has greatly affected prominent scholars. Most scholars are forced to plagiarize own work to enhance the image and accelerate academic achievement.

Self plagiarism mainly two forms that is duplicate or slicing (Horom, 2012). Duplicate plagiarism is when the author publishes the same or similar article in different journals. This could also be done through submitting the same thesis for the award of two different degrees from different universities. Whereas normally there is a commitment by the students to uphold academic honesty while preparing proposals but there is no adequate technology to cross check this phenomenon. Slice plagiarism on the other hand is using part of the work initially published for submission to other institutions. The student could re-use the previous introduction, method and literature. Slicing refers to the practice of a researcher using separate study with different introduction and methods section in the different journals (Lancet, 2009:374). Whereas different studies had highlighted the fact that self plagiarism was common phenomenon but almost all of the respondents who were interviewed were ignorant of self plagiarism. One of the senior lecturers opined "How can copy my own work this is not plagiarism. Unless you are trying to tell me that you can steal your own money."

Plagiarism of others involves the use of other people's ideas, statements, and linguistic style without acknowledging intellectual originators of the work that has been submitted or published (Kljajic et al, 1990). It is imperative therefore for persons submitting work that quoted work of other scholars to duly acknowledge original authors of the work by correctly citing and referencing the original author. One of the lecturers actually complained of a habit by other lecturers to copy the lecturer's notes without acknowledging the effort by the original authors. Plagiarism by other is the most common type of plagiarism especially with the emergence of the internet. Most of the students interviewed acknowledged that this very common due to ignorance and

pressure of academic work thus forcing them to plagiarise work in the internet. One of the post graduate students acknowledged by saying “ the assignment this days has become the order of the day as you are about t finish one another comes and yet there is also pressure in the work place so the only option obtain materials from the internet.

**3.3 Unintentional and intentional plagiarism:** Scholarly misconduct can be unintentional or intentional. Unintentional plagiarism results from ignorance, carelessness, and inappropriate use of the research methodology. The original intention of the author is producing original work with while upholding academic honesty and integrity. This could be self or other peoples work but the intentions of the author are clear. This is unintentional theft or misappropriation of other people’s spiritual property or passing other peoples work without knowledge (Roig, 2012). The study established that most of the students interviewed were ignorant about the vice and especially from the internet as most of the respondents felt that this was still research because involved searching the net.

Intentional plagiarism on the other hand the scholar knows the demerits of academic dishonesty but because of the appeal that comes with benefits of authorship and the unlikelihood of being caught the people plagiarize own work or for other scholars. The study established that despite the knowledge of plagiarism still students plagiarised the work.

**3.4 Primary and secondary plagiarism:** Plagiarism can be categorized according to the sources of data being used. Secondary plagiarism is when the materials that have been plagiarized are from the secondary sources. It is dishonesty secondary sources of information; books, journals, dissertations and papers that have already been authored by individuals and authorities. Primary plagiarism is dishonesty involving primary data source. This can take the form of collusion, embellishment, and fabrication of data.

**Collusion:** this most common form of plagiarism where students and submit the work which is meant to be produced as individual assignment. Collusion can take place both in primary and secondary data but mainly occurs when academicians that are collaborate to produce work and submit work meant to be submitted by each as independent work. This could also take the form of a student getting another person to do work on his behalf that will be presented as the students' own work.

**Embellishment:** This occurs when an individual upon collecting primary data decides to enhance or exaggerate data in order to attain legitimacy of the findings. This form of dishonesty is misleading and very dangerous to research as the misleading results are very harmful to society in general. Researchers need to guard against this form of plagiarism. It is very dangerous to society and humanity. The lecturers observed that falsification of data takes place in an attempt by the researchers to ensure that the research findings agree with some established procedures and policies. Whereas the students tended to deny but the lecturers confirmed that at times students decide to enhance data that capture theories and facts that are well known.

**Fabrication of data:** this is when an individual generates, produces, creates, invents much data or work with a major purpose of concealing the scarcity of legitimacy of data or basically fabricate data as a legitimate data. Plagiarism deceives the reader's own scientific contribution (Masic, 2012).

#### 4.0 Causes of Plagiarism

**4.1 Ignorance, carelessness and lack of scholarly skills by students and researchers:** The study established most of the students were ignorant about the plagiarism, its forms and dangers. The majority of respondents acknowledged lack of knowledge on plagiarism. Various forms of plagiarism are dangerous for the scholars, lecturers and students. Major plagiarism is greatly practiced by students due to pressure of handing in assignments and course works.

Carelessness was the other factor that influenced plagiarism in universities. Research and writing of papers require much care especially the materials collected, analyzed, and published. The production of a report, dissertations, and papers for conferences can be used for both primary and secondary literature. The use of materials requires proper citation, quotations and referencing.

This is coupled with lack of writing skills by students. Scholarly writing requires skills and experience of writing articles, course works, dissertations that are professional.

**4.2 Lack and inadequacy of Policy on plagiarism and academic honesty:** Whereas the developed countries have moved a step into putting in place policies for dealing with plagiarism but most of the East African Universities were not in a position to establish policies, procedures and mechanisms for dealing with plagiarism. The policies need to adequately have both software and hardware mechanisms of dealing with plagiarism. Publishing institutions have the mandate of establishing policies, procedures and mechanisms of dealing with plagiarism. In instances that the policies have been put in place policies are not adequate to deal with plagiarism so academic dishonesty continues. The review of most of academic policies in various Universities in East Africa highlighted serious gaps in the policies, guidelines and procedures that are used for

examination and management of academic programmes. The policies could not coherently deal with issues, detection, penalties and mechanisms of comprehensively with the problem.

**4.3 The spread of computers and the Internet:** The spread of computers and the internet has led to increase in misconduct, specifically plagiarism (Horrom, 2012). The emergence of internet and wide use of computers, has led to accessibility of materials, articles, dissertations, publication across the globe that can be accessed online. These materials can easily be copied and pasted by use of computers. The duplication of the articles by different authors by various stakeholders in Universities has propagated the vice of plagiarism. This makes it difficult to root out the vice as the various universities worldwide are much nearer, course outlines, are just available through a click of a button.

Researchers and academicians just find it easy to copy and paste materials that have been done by others thus promoting the inappropriate use of sources from websites, online journals and various forms of electronic media. Scholars now find it easy to download materials thus making people vulnerable to plagiarism. This is done without acknowledging the original authors with a misconception that its research. Most of the respondents acknowledged they had used materials from the internet without acknowledging the original authors.

**4.4 Reluctance to Punish plagiarism:** Many leading academicians and administrators are extremely reluctant to take actions against plagiarist colleagues (Zaenker, 2012) "This breeds a culture of dishonesty and thus making academicians and researchers to publish for the sake of accomplishment without regard of all the negative effects of plagiarism. This promotes a culture of success without integrity for individuals and institutions due to the motivational benefits of research and progress that comes with publishing. The universities in East Africa are aspiring to go high up in the world rankings in the barometric but this will only come with upholding research and academic culture that promotes honesty and integrity on all academic work right from course works, dissertations, assignments, projects and scholarly work. This is signified by the lack of adequate policies and regulations to deal with the vice of plagiarism and commercialization of education that standards are sacrificed in the altar of commerce. Well-known and recognized senior academics now support the phrase "publish" or "perish" for their own success, for the success of (in-) dependent individuals and research institutions. One of the lecturers highlighted this fact there is negligence on the part of Universities to punish offenders.

**4.5 Laziness and lack of proficiency in English:** Laziness is the most likely cause and excuse of plagiarism for authors, who are not native English speakers without the ability to generate original text (Zaenker, 2012). English is a language of instruction in Universities together with higher institutions of learning but the students at times don't have proper proficiency in the language of instruction and examination. Assignments, course works, and academic work in Universities in a language that students are not proficient in leads to the temptation of copying already existing work on the internet, collusion and major plagiarism by copying the work of others. One of the lecturers noted that most students like speaking the local language in the process in their academic growth are not able to acquire pre-requisite skills for writing assignment so they fall prey to plagiarism because it becomes easy to just obtain an article in the internet that can be edited to submit as assignment.

**4.6 Social benefits that come with plagiarism:** publication and presentation of academic papers come with a lot of benefits that come with plagiarism tempts the people that would otherwise avoid plagiarism. Presentation of good course works, papers, dissertations and thesis come with good grades that lead to acquisition of good jobs. Publication of academic papers leads to better financial gains, promotion at work places, and attainment of titles like professors, degrees and other financial rewards. The pressure of success put researchers and academicians into all forms of intentional academic dishonesty; self and other plagiarism, fabrication of data, embellishment, falsification, major and minor plagiarism in order to attain the benefits that come with submitting a paper and publishing. Most of the respondents acknowledged that whereas there was always a challenge of acquiring the high standards that come with submitting course works but this put them in a pressure of copying materials from the internet. McCabe & Feghali (2008), in his study of Asia noted that plagiarism prosperity in the Middle East because of social benefits and lack of respect for intellectual property by academicians. The desire for self progression by publishing much material indirectly leads to academic dishonesty.

## 5.0 Recommendations

**5.1 Establishment of comprehensive policies to promote academic honesty and integrity:** internal quality control ensures that universities assume responsibility for creation of an environment that promotes standards of excellence, intellectual honesty and legality (Masic, 2012). East African Universities could borrow a leaf from western Universities that established policies to regulate plagiarism for students in the handling of assignments, course works, research proposals, dissertations and any piece of work. The policies clearly articulate strict adherence of the code of conduct to deal with any form of plagiarism; collusion, fabrication and any other form of academic dishonesty. Leading Universities have put in place policies to deal with plagiarism like a person found plagiarizing in the University of Liverpool is subject to various ranges of penalties to caution, deduction of

marks and dismissal from the University (University of Liverpool 2012).

Introducing and warning against any form of plagiarism has been found to be effective in decreasing plagiarism (Masic, 2012). On the other hand, Keller (1983) the teacher, as the expert in a specific field, becomes a cognitive mentor and uses such techniques to help students move from positions as novices in the discipline to more seasoned practitioners. Lecturers as academic supervisors are appointed by the universities to provide students with tools for understanding and dealing with academic matters that promote academic honesty and integrity. This will facilitate the process of modeling, put in place appropriate problem-solving strategies enhance performance, and motivational mechanisms for strengthening honesty and academic honesty.

**5.2 Provision of adequate education on plagiarism:** the universities and higher institutions of learning should make it mandatory for students and upcoming researchers to be educated on plagiarism. The training has provide the students with understanding of academic honesty, advantages of upholding honesty through properly citing, referencing and acknowledging of the work of others and ideas from conferences, formal and informal discussions, materials from the internet, articles and dissertations. The emphasis should be placed on maintenance of references that contain all the bibliographic information, listing of all the cities in the bibliographies, use of quotation marks for each of the words directly used by previous authors, obtaining of permission from authors and publishers for the reproduction of copyrighted materials, and commitment to academic honesty and integrity.

This trainings also need to enable the learners understand plagiarism and relevant regulations that have been established by the university to combat plagiarism. Trainings can be reinforced through provision materials like leaflets, orientation programs, workshops, conferences, and mandatory training programs that enable the academicians and researchers with knowledge about plagiarism and academic honesty.

**5.3 Researchers and Academicians taking responsibility in upholding honesty and integrity:** Authors are obliged to follow ethical, moral and legal regulations acceptable by specific community (Masic, 2011). The author has to take responsibility of ensuring that the material submitted is new and original. This is through avoidance of copying and pasting of the materials that have been submitted. Authors have to ensure that articles and dissertations that are being submitted are correctly cited and referenced, methodologies and approaches used different from the previous. Stopping misconduct such as other plagiarism and self plagiarism is the responsibility of both the publisher and the researcher (Horrom, 2012).

The basic rules that authors and publishers in East Africa need to follow the golden rule summarised by Masic (2012) for promoting academic honesty and integrity as acknowledgement of new ideas from other authors, properly referencing to contain full bibliographic information, author ensuring that cited texts has to listed in the bibliography. The use of work previously published work has to put in place quotation marks on words, ideas that have been used in new publication. The authors need to check for plagiarism by the use of detection software thus facilitating the process of resolving plagiarism problems before submission of work to the publishers.

**5.4 Promotion of ethical publishing:** it is also an important ethical aspect of the publishing industry, especially in small and developing economies, because the issuer has an educational role in the development of the scientific community that aspires to relish honesty and integrity (Masic, 2012). This could be enforced by associations that could work towards upholding high standards in research and ethics in reporting. This should facilitate the process of transformation of attitude by lecturers and students in his aspect of plagiarism. The policies need to work towards putting in place. The academic and research institutions need to ensure that inappropriate authorship and research manipulation have to be viewed as serious ethical and legal violations, subject to punishments of respective scientific and academic institution. This would facilitate the process of establishment of mechanisms to deal with plagiarism.

**5.5 Procurement and use of anti-plagiarism software:** this could be strengthened by universities procuring academic plagiarism is more easily detected by use of software as Turnitin, safe assign, scientific with crosscheck and eTBlast software. The software of algorithms to detect similarities, associated databases and websites by which it compares to the article can facilitate in the detection of plagiarism (Masic, 2012). Whereas the software's are helpful in identification and detection of plagiarism there are flaws with the software.

Internet plagiarism is a simplest form of plagiarism but detection is much simpler by the use of software that is available in the net. The software's like w-copy are easily downloaded from the internet sources on the website ([www.plagiarism.phys.virginia.edu/software.html](http://www.plagiarism.phys.virginia.edu/software.html)), evaluates documents, files, and materials by matching phrases. There various forms of anti-plagiarism checking software's like Glatt plagiarism undertakes the detection of plagiarism through elimination of every fifth word to detect plagiarism.

**6.0 Conclusion:** In conclusion plagiarism is a cancer which is slowly and systematically destroying fabrics of East African education. Universities and researchers have to deliberately work towards eliminating plagiarism so as to promote honesty, trustworthiness, originality, and creativity. Plagiarism has been categorized based on

the various perspectives that major versus minor plagiarism, self versus other plagiarism, intentional versus unintentional plagiarism, and primary versus secondary plagiarism. The paper has identified the causes of plagiarism as ignorance, carelessness and lack of scholarly skills by students and researchers, lack and inadequacy of policy on plagiarism and academic honesty, spread of computers and the Internet, reluctance to punish plagiarism and social benefits that come with plagiarism. It is paramount therefore for the East African universities to work towards dealing with plagiarism in all academic work. The paper proposes establishment of comprehensive policies to promote academic honesty and integrity, provision of adequate education on plagiarism, researchers and academicians taking responsibility in upholding honesty and integrity and Promotion of ethical publishing by universities and publishing housing through putting in place mechanisms to promote honesty and discourage plagiarism.

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