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KNOWLEDGE, AWARENESS AND ATTITUDE TOWARDS ACADEMIC INTEGRITY AMONG THE SCHOLARLY SOCIETY OF BABASAHEB BHIMRAO AMBEDKAR UNIVERSITY, LUCKNOW: A STUDY

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ABSTRACT:

The academic institutions are adopting various tactic and policies to make a healthy environment in support of academic integrity. In the current paper the attempt has been taken to identify the knowledge, awareness and attitude towards academic integrity among the scholarly society (under-graduate students, post-graduate students and research scholars) of Babasaheb Bhimrao Ambedkar University, Lucknow. The study reveals that they are aware of the academic integrity and also have knowledge to support the same. The library of the university is also working in defence of the activities that breach the academic integrity.

KEYWORDS: *Academic integrity, plagiarism, anti-plagiarism tool, citation, reason of plagiarism*

INTRODUCTION:

The literal meaning of integrity is to make the one whole unit from several components. It may be applicable to any aspect of life and society. Usually it is the term which tells us the good face of anything. The worship place of scholarly society is also concerned with it. The school, colleges and universities are the place where the generation and propagation of knowledge takes place from each other. When integrity gets involved with this aspect of society, it gets popularized as Academic integrity. It is the transparent, truthful, fair and responsible execution of scholarly works in an academic setting. This involves the honest conduct in the scholarly content creation process from making sure that this is their own to and proper acknowledgement to each and every entity which has been utilized during

fulfilling the work successfully. Academic integrity gets breached when dishonest behaviour becomes the part of it. Some most common dishonest behaviour includes the plagiarism, using the earlier work without proper acknowledgement, cheating during exams etc. This behaviour not only affects the quality of the work but also the reputation of the organization and country itself. Therefore, this should be prohibited and discouraged.

REVIEW OF LITERATURE:

Landa-Blanco et al. (2020) conducted a study at a public university in Honduras by taken its students for the study to study to know their perception towards plagiarism and other related aspects of academic integrity. The study has used experimental quantitative methodology for the study and questionnaire was also used. Study reveals that there is a huge population that has been involved with misconducts in academic setting.

Yi et al. (2020) explored the biomedical researchers of 46 universities in Europe and China to get their attitude and understanding towards plagiarism. The survey was conducted with the help of online questionnaire that was distributed over emails. Results reveals that the there is more understanding regarding various forms of plagiarism among the Europian researcher than that of China-based respondents. Also, across participants located in Europe and China, the pattern of response behaviour was equivalent.

Selemani et al. (2018) performed an investigative study on the postgraduate students of Mzuzu University at Malawi. Mixed method approach was adopted and primary data was collected with the help of questionnaire and after that the follow-up interview was conducted with assistant librarian etc. All the factors that leads to act of plagiarism were studied and it was found that there is need for campaigning at the university to spread awareness among the students.

Jereb et al. (2017) studied the plagiarism awareness among student of University of Maribor at Slovenia during academic year 2015-16. Study was performed to get the gender-based investigation for the same. Survey method and questionnaire as tool for data collection was used. Total 139 response were received and the data was analyzed with the help of SPSS. The results showed noticeable differences between male and female in the perception and understanding of plagiarism among students. The behavior of female regarding plagiarism is even significantly more negative overall than that of male.

Roka (2017) discussed about the worldwide problem, plagiarism. Further, the paper described the various types, causes that leads to this act. Also, some measures and tactic has been discussed to how to avoid this problem.

Munir et al. (2011) conducted study at the University of Gujarat. Questionnaire was distributed to 6749 students and 200 were responded. The questionnaire was formulate keeping in view to measure information related to academic dishonesty and the factors like plagiarism, cheating, sabotage, unethical behaviour etc were considered.

OBJECTIVES:

1. To check the awareness regarding the Academic Integrity among the UG student, PG student and research scholars (M.Phil. and Ph.D.)
2. To identify the knowledge regarding policy of the institute to deal with the plagiarism

3. To identify the most used source for writing article/ thesis/ research paper
4. To know the most preferred referencing style
5. To know various reasons that leads to practice of plagiarism
6. To know various techniques used to avoid plagiarism
7. To explore the satisfaction level of the user for the URKUND
8. To identify the program offered by the libraries regarding dealing with the plagiarism

RESEARCH METHODOLOGY:

The study was basically of survey nature and the survey method of the research has been taken for the conduction of the study. It was carried out during the period when not only India but the whole world was suffering from the COVID-19 pandemic. For this online survey, in total 1660 questionnaire was distributed over email for collection of primary data. The emails were selected on a random basis and distributed to the scholarly community of the whole university which are involved in knowledge generation and learning activities.

SCOPE AND LIMITATION OF THE STUDY:

A university is well-known for its richness in teaching, learning and research work. All the scholarly members of the university are the jewels of the organization. The faculty members were excluded from the scope. For the conduction of the study, the under-graduate students, post-graduate students and research scholars (M.Phil. and Ph.D.) of Babasaheb Bhimrao Ambedkar University, (A Central University), Lucknow, were taken into the scope of the study.

## DATA ANALYSIS AND INTERPRETATION:

The online responses were collected on an MS Excel sheet and then analysed. During the analysis, UG students has been termed for the under-graduate student, PG students has been termed for post-graduate student and Research scholars has been termed for the M.Phil. and Ph.D. research scholars who are conducting their research work in the under the roof of the university.

Response towards questionnaire

Table 1: Questionnaire Distributed

Fig. 1: Questionnaire Distributed

Questionnaire distributed	Questionnaire received

Fig. 1: Questionnaire Distributed

Questionnaire distribution

1660 — Questionnaire distributed
507 — Questionnaire distributed
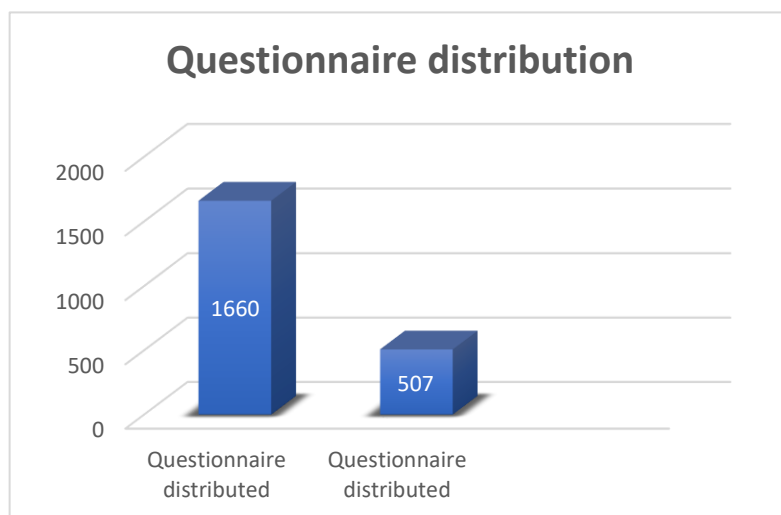
1660	507

The Table 1 and Fig.1 shows about the total distribution of questionnaire via email and out of 1660 only 507 questionnaires were received.

Category-wise response

Table 2: Distribution of Respondents

Category	Response	Percentage
UG students	113	22%
PG students	178	35%
Research Scholar	216	43%

Fig. 2: Distribution of Respondents
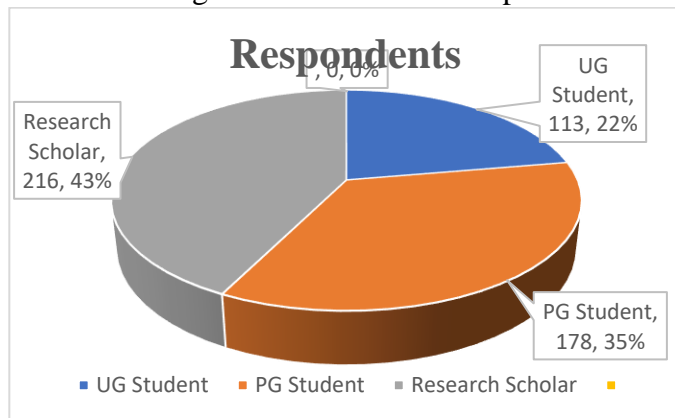
UG- PG students, M.Phil. and Ph.D. research scholars were taken into study. The above table 2 and fig. 2 show the category-wise response distribution. There were total 113 respondent who has responded from the UG student category, 178 were student pursuing PG and 216 research scholars were responded. These responses make 22%, 35% and 43% respectively.
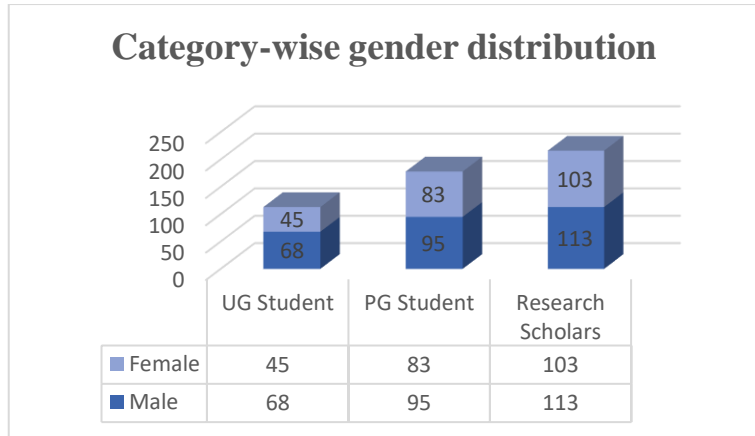
Category-wise gender distribution

Table 3: Gender-wise distribution of Respondents

Fig. 3: Gender-wise distribution of Respondents

Category	Male	Female
UG students	68	45

|		
PG students	95	83
Research Scholar	113	103

The above table 3 and fig. 3 are explaining about the category-wise gender distribution. It was found that respondents from UG students were comprises of 68 male and 45 female, PG students were 95 male and 83 females whereas respondents from research scholars, 113 were male and 103 were female.

Gender-wise response

Table 4: Gender-wise response

Fig. 4: Gender-wise response

| Gender	Respondent	Percentage
Male	276	54%
Female	231	46%
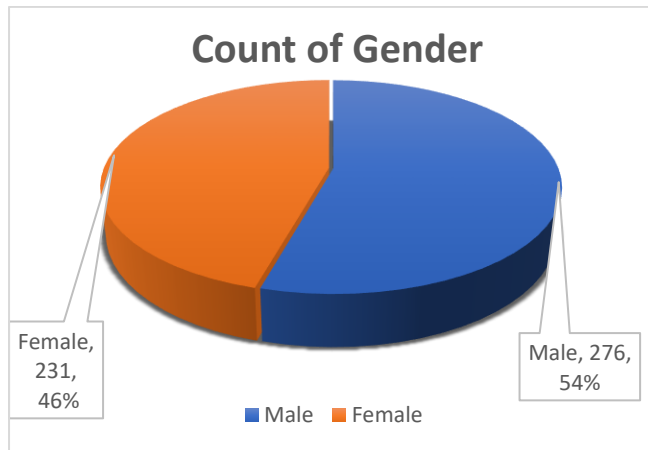
Out of 507 respondents, there were 276 male and 231 females in total. This shows that gender-wise response ration of male participant was more, which makes 54% and then that of females which makes 46% of total responders. The same thing is visible in the table 4 and Fig. 4.

Knowledge about Academic Integrity

Table 5: Knowledge about Academic Integrity   Fig. 5: Knowledge about Academic Integrity

Aspect of Academic Integrity	Responses
Honesty	39
Making sure the work you turn in is your own	58
Giving credit when using other's work	41
All of above	369
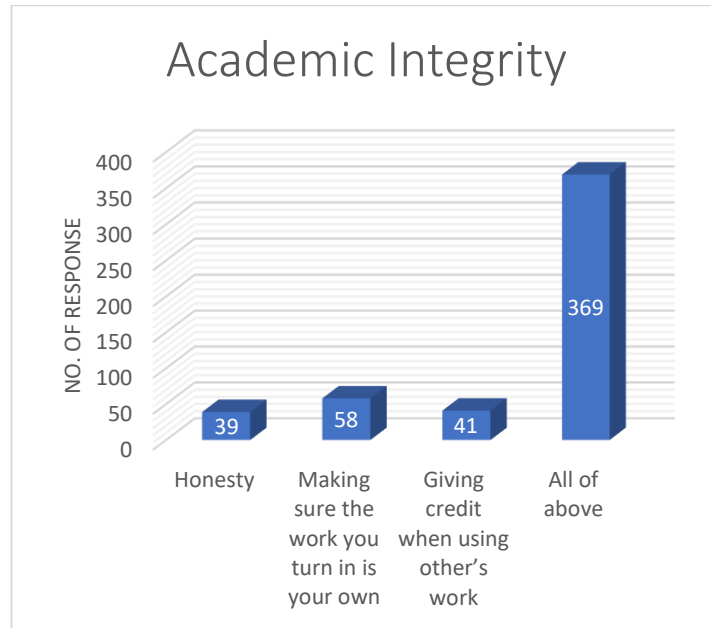
With the help of the questionnaire it was tried to analyse the knowledge regarding Academic Integrity. From the table 5 ang fig. 5 it is clear that 39 respondents say that it is only honesty, 58 respondents say that Making sure the work you turn in is your own and 41 respondents says that Giving credit when using other's work comes under academic integrity. Whereas most of the respondents i.e. 369 respondents say that are these individual elements comes under academic integrity.

Opinion for Plagiarism

Table 6: Opinion for Plagiarism   Fig. 6: Opinion for Plagiarism

| Plagiarism is	Responses
Using another person's words as your own	271
Using another person's thoughts as your own	301
Using another person's outcomes or findings as your own	236
Using our own work in other work without proper citation	218

6

It is clear from the table 6 and fig. 6 that the most of the respondent have opted for the perception that plagiarism is Using another person's thoughts as your own and got maximum response, hence ranked first ,whsereas 236 response were in favour that it is Using another person's outcomes or findings as your own, with 271 response the statement Using another person's words as your own is plagiarism got third rank and Using our own work in other work without proper citation comes under plagiarism ranked fourth.

First time acknowledgement to the term 'Plagiarism'

Fig.6.1: First time acknowledgement to the term 'Plagiarism'
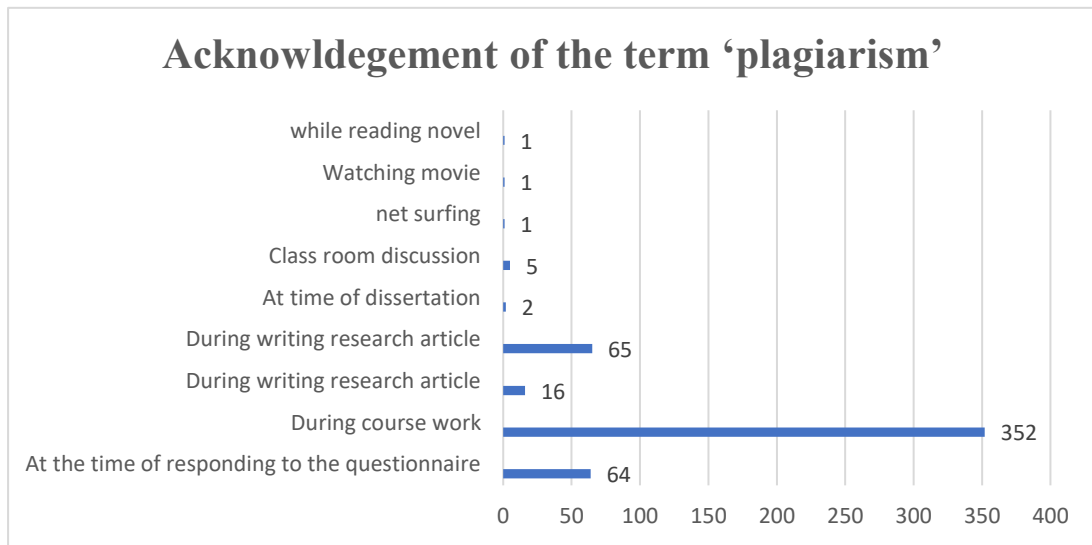
Fig

6.1 reveals that most of the respondents (352) encountered with the term 'plagiarism' during their course work. 65 respondents encountered during writing research article, 64 were come to know about this at the time of responding to the questionnaire and 16 were during writing research article. 2 respondents said that they acknowledged it at the time of their master's dissertation work, 5 were during class room discussion. 1 respondent said it was happened during net surfing whereas 1 said that while watching movie.

Acceptance percentage of plagiarism as per UGC guideline

Table 7: Considerable Percentage as per UGC guideline

Fig. 7: Considerable Percentage as per UGC guideline

Considerable amount	Responses	Percentage
Upto 10%	459	91%
10-40%	43	08%
40- 60%	0	00%

7
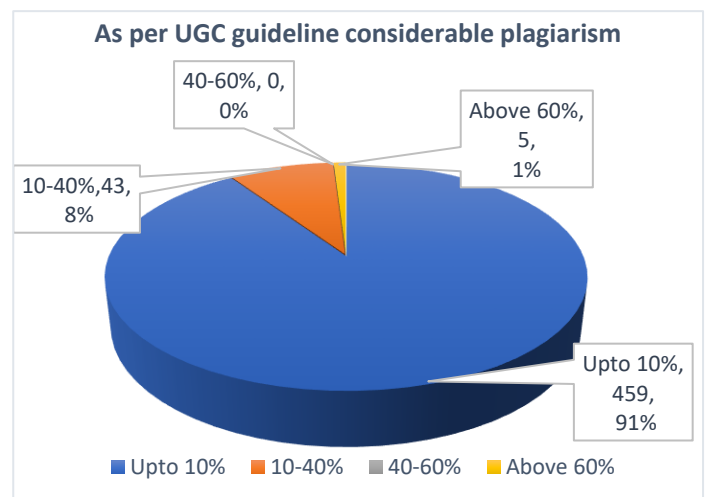
Above 60%	05	6%

University Grant Commission, India has identified some level of percentage upto which the plagiarism may be considerable in non-core area. Most of the respondents, 91% of the respondents i.e. 459 know that upto 10% similarity would be excludable. 43 respondents said that this level ranges from 10-40% and only 5 respondents said that it is above 60% similarity that would be considerable. It can be verified from the table 7 and fig. 7.

Plagiarism is violation of copyright of author

Table 8: Plagiarism and copyright of author   Fig. 8: Plagiarism and copyright of author

Plagiarism is the violation of the copyright of the author	Response	Percentage
Yes	397	78%
No	69	13%
Not aware	41	08%

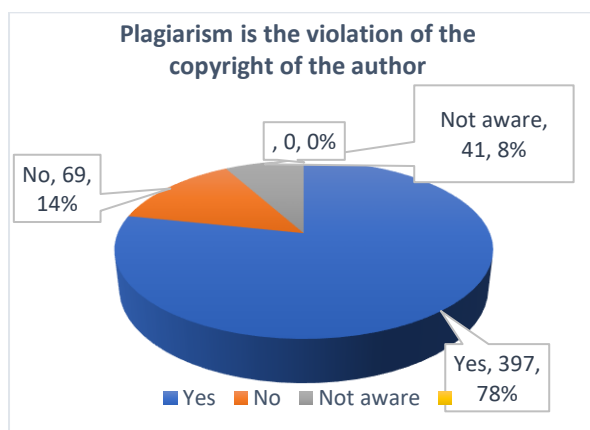Plagiarism is the violation of the copyright of the author

Table 8 and fig. 8 shows that out of 507 respondents, 397 respondents were agree with the statement that plagiarism is the violation of copyright of the author whereas 69 respondents were disagree with the same. 41 respondents said that they are not aware regarding this.

Awareness for criticizing of copyright work is plagiarism

Table 9: Use of copyright work for critique   Fig. 9: Use of copyright work for critique

It is plagiarism when you use any copyrighted work for criticizing or for reviewing	Response	Percentage
Yes	224	44%
No	196	39%
Not aware	87	17%

copyrighted work for criticizing or for reviewing is plagiarism
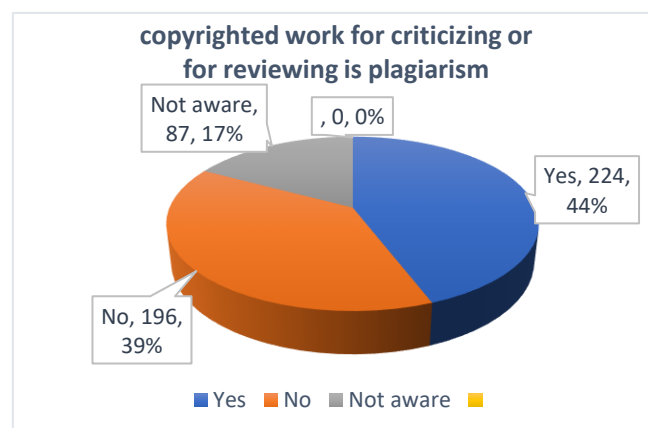
The table 9 and fig. 9 reveals that out of total 507 respondents, 224 said that it is plagiarism when the copyrighted work is used for criticizing or for the review purpose but 196 respondents were not agreed with this statement. Whereas 87 respondents said that they are not aware about this argument.

Knowledge for a policy dealing with plagiarism at institute

Table 10: Policy at institute for plagiarism   Fig.10: Policy at institute for plagiarism

| As far as you know, a policy for dealing with plagiarism at institute	Response	Percentage
Yes	198	39%
No	76	15%
Not aware	233	46%
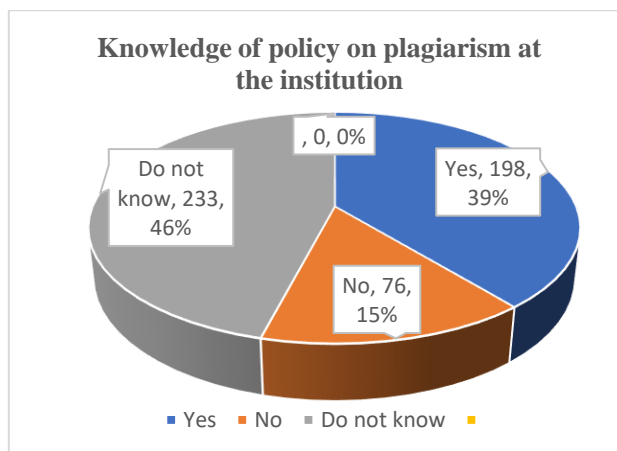
From table 10 and fig. 10 it can be seen very clearly that most of the respondents were not aware that if there is any existing policy at the institute that is dealing with the plagiarism. 198 respondents agreed that they are aware with the policy in their institute that is dealing with plagiarism whereas 76 denied for the existence of such policy.

Source used for writing article/ thesis/ research paper

Table 11: Source used for writing article   Fig. 11: Source used for writing article

Sources	Response	Ranking
Textbook	165	2
Internet/ Online resources	468	1
Conference/ seminar proceeding	147	3
Journals	05	4
Published article	09	5
Class notes	05	4
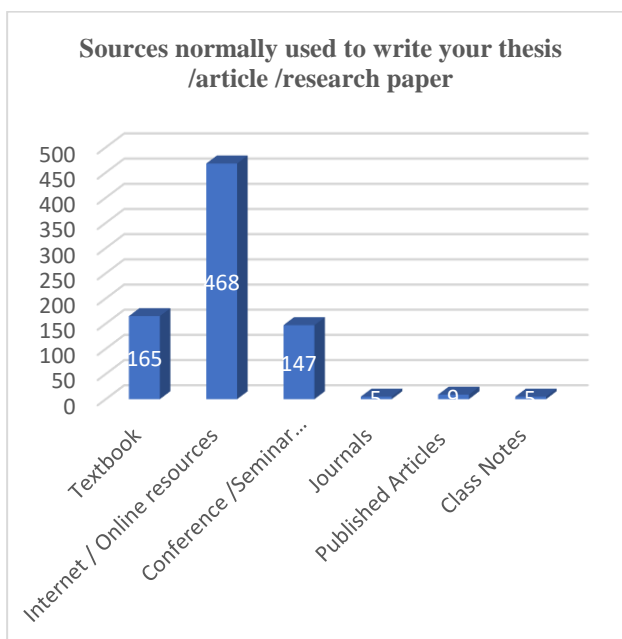
As shown in the table 11 and fig. 11, Online resources were ranked at top priority for the source that are used by the respondents while writing article/ thesis/ research paper. Textbook got second position then conference/ seminar proceeding gets third rank. Journals and class notes achieve same ranking, fourth. While published article got fifth rank as the source used by the respondents.

Preferred Referencing Style

Fig.11.1: Preferred Referencing Style
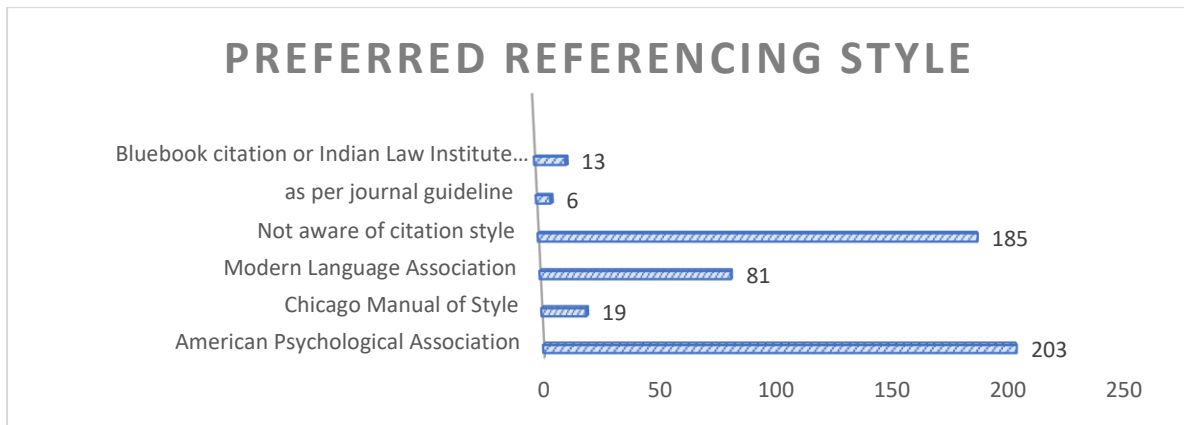
The fig. 11.1 shows that the referencing style suggested by the American Psychological Association was widely preferred referencing style by the most of the respondents (203). 81 respondents prefer referencing style suggested by Modern Language Association, 19 were in favour of Chicago Manual of Style. 13 respondents said that they prefer bluebook citation or Indian Law Institution style and 9 said that they prefer as per the journal guideline. While 185 responded that they are not aware of the citation style.

Skill of citation and referencing

Table 12: Skill of citation and referencing

How did you learn the skill of citing and references in your work	Response	Ranking
Taught by course Lecturers	293	1
Taught by friends	93	3
Learnt it from examples seen in books	109	2
Taught by research advisor	01	4

Fig.12: Skill of citation and referencing
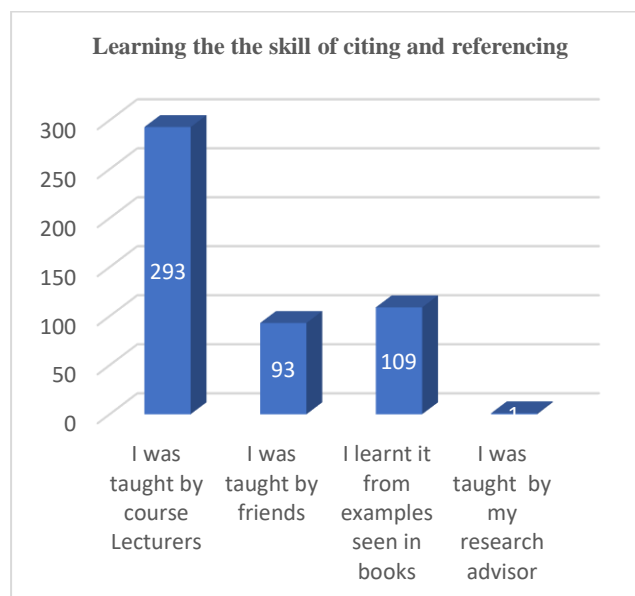
In table 12 and fig. 12, the ranking has been done for from where the respondents learned the skill for citation who are using any of the citation style. The course lecture got first rank from where the respondents had learned the skill. Learning from example with the help of books got second rank, friends as learning source got third rank while with one response, learning from research advisor got fourth position.

Reason behind conduct of plagiarism

Table 13: Reason behind plagiarism   Fig. 13: Reason behind plagiarism

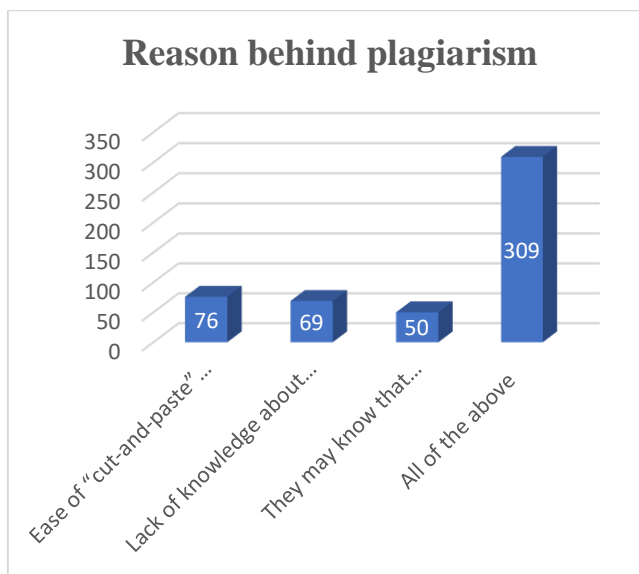| Reason behind plagiarism	Response
Ease of "cut-and-paste" from the web	76
Lack of knowledge about how to cite and what to cite	69
They may know that plagiarizing isn't right but don't realize that they are actually doing it	50
All of above	309

Reason behind plagiarism

Table 13 and fig. 13 shows the reason behind the plagiarism. 76 responded that ease of cut and paste from the web, 69 were in favour of lack of knowledge about how to cite and what to cite is a reason, 50 respondent said that They may know that plagiarizing isn't right but don't realize that they are actually doing it while 309 has responded that all these are the possible reason for the plagiarism.
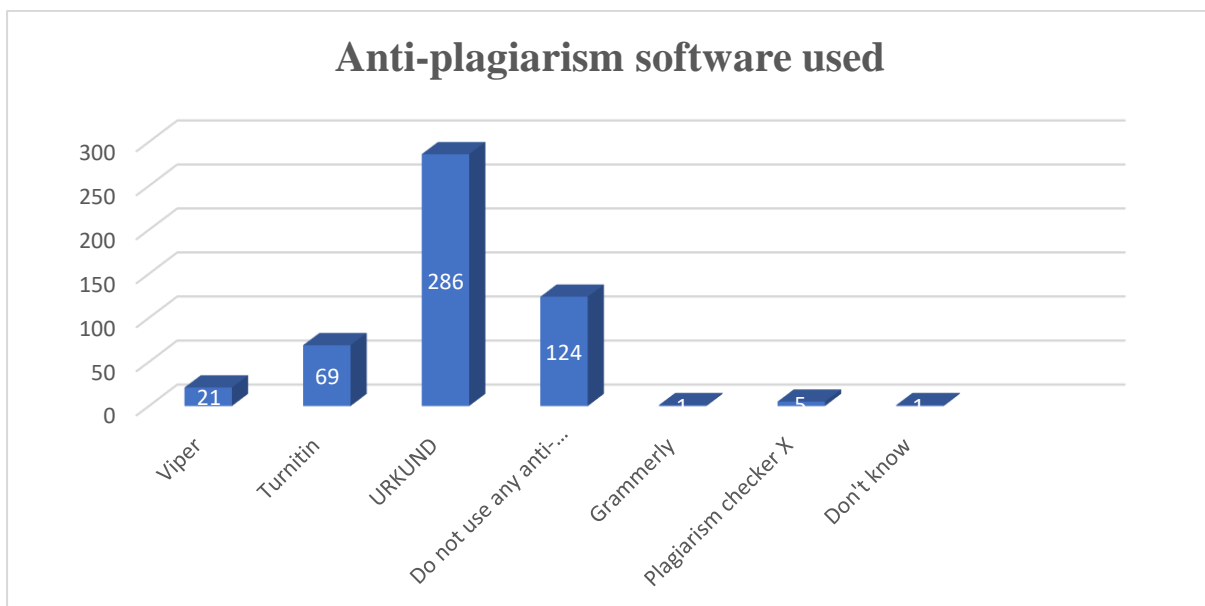
Tactic used to avoid the plagiarism

Fig. 14: Tactic used to avoid the plagiarism

Tactics used to avoid plagiarism

Tactics used to avoid plagiarism

Use anti-plagiarism software	Give credit to the source	Give citations to the copied quotes	Try to write content in my own language/ Paraphrasing
184	292	280	13
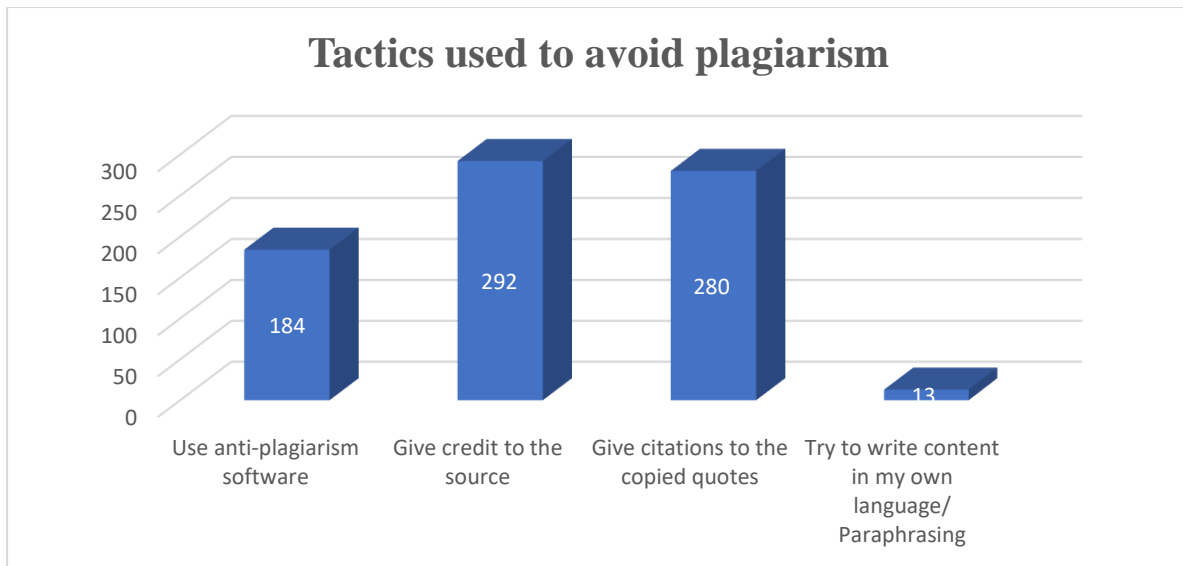
The fig. 14 shows that giving credit to the source is the most used tactic by the respondent to avoid plagiarism. After that citing to copied text are second widely adopted practice. Then use of anti-plagiarism software and paraphrasing were utilized respectively.

Anti-Plagiarism software used

Fig.15: Anti-Plagiarism software used

Anti-plagiarism software used

| Viper	Turnitin	URKUND	Do not use any anti-...	Grammerly	Plagiarism checker X	Don't know
21	69	286	124	1	5	1

The URKUND was most widely used anti-plagiarism software, as it was used by the 286 respondents. 69 said that they use Turnitin, 21 were used Viper, 1 respondent uses Grammarly while 5 respondents used Plagiarism checker X. 124 respondents said that they do not use any anti-plagiarism software while 1 respondent responded that they do not know.

Satisfaction with URKUND

Table 16: Satisfaction with URKUND   Fig.16: Satisfaction with URKUND

| Level of satisfaction for URKUND	Response	Percentage
Satisfied	123	24%
Neutral	109	22%
Not satisfied	73	14%
Can't say	09	02%
No response	193	38%
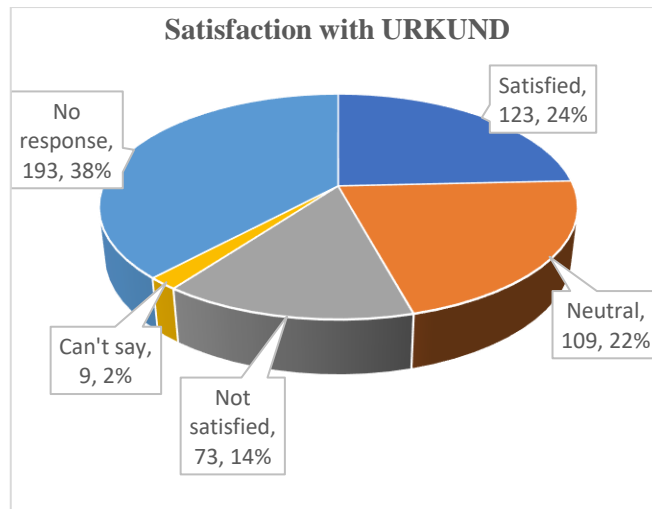
Satisfaction level with URKUND is represented in the table 16 and fig. 16. It was found that 123 respondents were satisfied, 109 were neutral and 73 respondents were not satisfied with the URKUND. From the total respondents, 9 respondents were not sure about their experience while 193 respondents had not responded to the question.

Program offered by the library regarding dealing with plagiarism

Table 17: Program offered by the library   Fig.17: Program offered by the library

Programs offered	Responses
Workshop	269
Conference	196
Can't say	02
Not aware	06
None	34
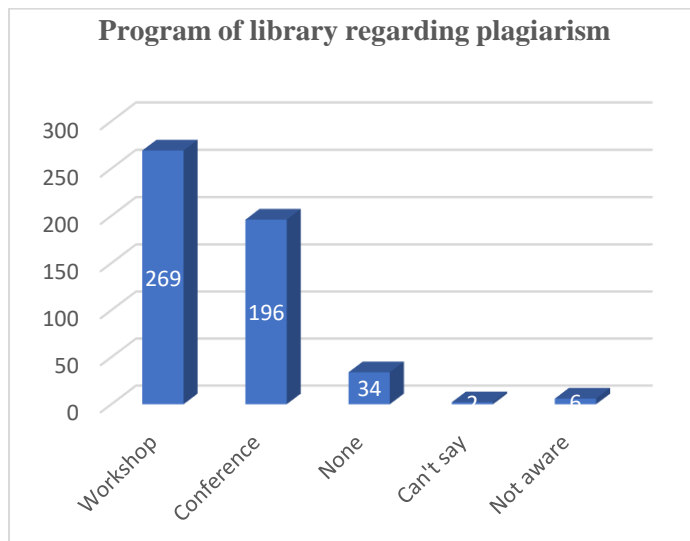
The table 17 and fig. 17 shows the responses for the various program offered by the library regarding combating with plagiarism. Out of 507 respondents, 269 said that library offers workshop and 196 were in favour of conference for dealing with plagiarism. 2 respondents said that they can't say anything for this. 6 respondents were not aware regarding any program offered by the library whereas 34 respondents said that the library of the university offers no any program.

RESULT AND DISCUSSION:

The response rate of research scholars was highest and gender-wise response ration of male respondent was greater than that of female respondents. The study reveals that the mostly respondents were aware of the Academic integrity and its components. Also, they are aware of the concept of the plagiarism. Most of the respondents (352) get to know about the plagiarism during their course work. Study reveals that about 91% of respondents were aware about the guideline of UGC for the considerable percentage of plagiarism in any document. It was found after analysing some questions that the respondents lack in deep knowledge about the concept but good at basic knowledge. The online resources/ internet got first rank as the source for writing research paper or article and the citation style offered by American Psychological Association was preferred by the most of the respondents (203) followed by citation style of Modern Library Association and the Chicago manual of style respectively. The respondents said that the it was the course lecture from where the most of them had learned the skill of citation to various sources. In opinion of respondents, ease of cut and paste from the web, lack of knowledge about how to cite and what to cite and not realization that they are actually doing it are the possible reason for the plagiarism. Giving credit to the source, citing to copied text, use of anti-plagiarism software and paraphrasing were utilized to against plagiarism. During the study, it was found that the respondents have most widely used URKUND anti-plagiarism tool and most of them are satisfied with the same. The libraries also play a vital role in preparing the defence line against plagiarism. Most of the respondent responded that the libraries are offering workshop and conferences to deal with the plagiarism.

CONCLUSION:

The study was conducted among the UG students, PG students and M.Phil. and Ph.D. research scholars of the Babasaheb Bhimrao Ambedkar University, Lucknow. The study was about their knowledge, attitude and perception regarding academic integrity. It was revealed from the analysis of the primary data collected with the help of questionnaire that the respondents were aware of the concept and they are putting their effort to maintain this with the help of various tools and techniques. Also, library of the university is working for the same. But still there is need to improve the awareness among the students, specially under graduate students. They are having lack of knowledge regarding the guideline that are set to support the academic integrity. Even though the library is putting its effort for the same but it needs more advertisement so that it will be properly communicated among the students and all. The well-educated students and research scholars will definitely help to promote social well-being and healthy environment for the society. It will help in the development of the nation.

CRediT authorship contribution statement

Prof. M.P. Singh conceptualised the idea and Shashi Rai has designed the study. Prof. M.P. Singh and Shashi Rai collected data and analyzed, prepared tabulation and visualisations. Shashi Rai wrote the original draft which was then revised and edited the final version by Prof. M.P. Singh. All authors read and approved the final manuscript.

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