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## Awareness about Plagiarism Tool among Faculties in Higher Educational Institutions: A Study

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**A. Isabella Mary**

Librarian

Bon Secours Arts and Science College for Women

Dindigul

[irithy@gmail.com](mailto:irithy@gmail.com)

### Abstract

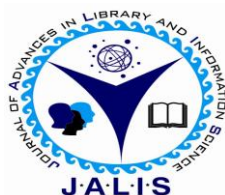
*This paper focuses on the perception of plagiarism tools by faculties in various Arts and Science colleges in the Dindigul District, Tamil Nadu, India. The purpose of the study is to determine to what extent the faculties there are familiar with plagiarism and use them in academic work. 140 copies of a questionnaire were distributed to faculties in that region, of which 123 were completed and returned. Simple percentage and weighted average maturity (WAM) were used to analyze the data collected. The findings show that of the 123 college faculties participated in the survey, Faculties a large percentage of them are awareness about the plagiarism At the time of publication' followed by 'At the time of orientation given by the college Librarian'. Respondents were experts in using Turnitin.*

### Keywords

Concepts of plagiarism; Awareness; Opinion;  
Satisfaction.

### Electronic access

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## I. Introduction

A lot of user communities think of plagiarism as copying another's work, or borrowing someone innovative ideas. But terms like "copying" and "borrowing" can disguise the seriousness of the offense: According to the Merriam-Webster Online Dictionary, to "plagiarize" means 1) to steal and pass off (the ideas or words of another) as one's own 2) to use (another's production) without crediting the source 3) to commit literary theft 4) to present as new and original an idea or product derived from an existing source. Plagiarism is simple corruption. If you obtain, use, or take an essay to turn in as your hold effort, you are plagiarizing. Another method to plagiarize is to permit further students or friends to give you too much symbolic help or do too much editing and proofreading of your work. If you copy word-for-word or change a word here and there while copying without enclosing the copied passage in quotation marks and identifying the author, you are also plagiarizing. We go through the marks procedure, you should keep watchful track of when you use ideas and/or correct terms from sources. Print or electronic sources, as well as other people, may add useful ideas to your own thoughts. When they do so in identifiable and specific ways, give them the credit they deserve. As a careful author, you have to make a sincere attempt to differentiate between your own ideas, those of others, and what might be measured general information. Innovative ideas consist of new thought through dreams and expressing them in your own way. The outcome may not be completely original, but, if sincerely done, it may be interesting and worthwhile reading. The following examples should clarify the difference between dishonest and proper uses of sources.

## II. Literature Review

Dhanavandan and Tamizhchelvan (2012) affirmed that "the users are acquiring knowledge from E-Books, E-Journals, Online resources, CD-ROMs, and Internet with related Databases". Roy, Mukhopadhyay, and Biswas (2012) stated that "a digital repository is where digital content, assets, are stored and can be searched and retrieved for later use." Isabella and Dhanavandan (2015) found that "a large percentage of them are expert users of many web-based tools such as digital library software, e-learning management systems, and content management systems" Kyung-Sun Kim and Sei-Ching Joanna Sin (2016) shows that some types of social media such as wikis and social

networking sites have emerged as important sources of information. Younhee Noh (2016) The latest evaluation indicators of digital literacy are applied to college students to evaluate their level of digital literacy. The literacy indicators with the lowest effect on information use behavior were the ability to communicate, form self-identity, information search, and form relationships in that order.

### III. Objectives of the Study

The objectives of the study are as follows:

1. To determine the existing knowledge about plagiarism among faculties.
2. To assess the faculties approach towards plagiarism
3. To give idea for enhancing awareness about plagiarism and avoiding plagiarism.

### IV. Research Methodology

**Table 1.** Distribution of the Questionnaire among Faculties

Sl.No	Description	Copies Distributed	%	Copies Returned	%	Copies Not Returned	%
1	Male	98	70.00	87	62.14	1	7.86
2	Female	42	30.00	36	25.71	6	4.29
	<b>Total</b>	<b>140</b>	<b>100</b>	<b>123</b>	<b>87.86</b>	<b>17</b>	<b>12.14</b>

Table 1 shows that 140 questionnaires were distributed to the college faculties in various Arts and Science colleges in the South Tamil Nadu. Of the 140, 98 (70%) copies were distributed to the male AP (Assistant Professors) and 42 (30%) to the female AP.

The survey method was used to investigate the awareness of plagiarism among the Faculties in various Arts and science colleges in Dindigul District, Tamil Nadu, India. Only a questionnaire was designed and distributed to college Assistant Professors in Dindigul District consist Kodaikanal, Palani, Natham, Vedasandur, Nilakkottai. 140 questionnaires were distributed to the Faculties of 18 Government, Government aided and Self Financing Arts and Science colleges in Dindigul District Tamil Nadu. 123 questionnaires were completed and returned. The response rate is 87.86%. Simple percentage and weighted average maturity (WAM) were used to analyze the data collected.

### V. Data Analysis and Interpretation

Moreover, of the 123 completed and returned questionnaires, 87 (62.14%) are from male AP and 36 (25.71%) from female AP. It is concluded that the response rate is 87.86%.

**Table 2.** Methods of learning

Sl.No	Description	Male	%	Female	%	Total	%
1	Orientation programs by librarians	47	38.21	17	13.82	64	52.03
2	With the help of a friend or colleague	14	11.38	9	7.32	23	18.70
3	Self-learning	18	14.63	7	5.69	25	20.33
4	Trial and error	8	6.50	3	2.44	11	8.94
<b>1</b>	<b>Total</b>	<b>87</b>	<b>70.73</b>	<b>36</b>	<b>29.27</b>	<b>123</b>	<b>100.00</b>

Table 2 shows the various methods of learning used by the respondents. 47 (38.21%) male respondents and 17 (13.82%) female respondents knowledge about the plagiarism software through the orientation program organized by librarians. It is worth pointing out that 11

(8.94%) respondents learned how to use plagiarism software through trial and error.

**Table 3.** Existing knowledge about plagiarism

Sl.No	Description	No Idea	Aware	Learning	Fair	Expert	Total	WAM	Rank
1	At the time of responding to the questionnaire	5 (4.07)	12 (9.76)	21 (17.07)	33 (26.83)	52 (42.28)	123	3.93	3
2	One year back	7 (5.69)	10 (8.13)	17 (13.82)	42 (34.15)	47 (38.21)	123	3.91	4
3	At the time of orientation given by the college Librarian	3 (2.44)	11 (8.94)	12 (9.76)	50 (40.65)	47 (38.21)	123	4.03	2
4	At the time of publication	8 (6.50)	9 (7.32)	14 (11.38)	29 (23.58)	63 (51.22)	123	4.06	1
5	One to two years back	13 (10.57)	17 (13.82)	22 (17.89)	28 (22.76)	43 (34.96)	123	3.58	5

Table 4 shows existing knowledge about plagiarism of the respondents period of their research. The existing knowledge about plagiarism are measured under a five-point scale (No Idea, Aware, Learning,

Fair, and Expert). Based on the WAM (weighted average maturity) calculation, 'At the time of publication' ranks first, followed by 'At the time of orientation given by the college Librarian'. Only a few respondents professed no idea about plagiarism.

**Table 4.** Knowledge about freely available anti-plagiarism software among the respondents

Sl.No	Description	No Idea	Aware	Learning	Fair	Expert	Total	WAM	Rank
1	Duplichecker	1 (0.81)	9 (7.32)	21 (17.07)	37 (30.08)	55 (44.72)	123	4.049	4
2	Viper	3 (2.44)	7 (5.69)	17 (13.82)	25 (20.33)	71 (57.72)	123	4.252	1
3	Paper rater	4 (3.25)	7 (5.69)	19 (15.45)	34 (27.64)	59 (47.97)	123	4.041	5
4	Copyleaks	6 (4.88)	9 (7.32)	23 (18.70)	21 (17.07)	64 (52.03)	123	4.114	2
5	PlagScan	5 (4.07)	6 (4.88)	28 (22.76)	23 (18.70)	61 (49.59)	123	4.106	3

Table 4 shows knowledge about freely available plagiarism software among the respondents were with various Plagiarism Software. Their familiarity with Plagiarism Software is measured with a five-point scale

(No Idea, Aware, Learning, Fair, and Expert). 71 (57.72) respondents were experts in using Viper and 64 (52.03%) in using copyleaks and PlagScan tools. It is worth pointing out that very few respondents had no idea about freely available Plagiarism Software.

**Table 5.** Knowledge about commercial plagiarism tools among the respondents

Sl.No	Description	No Idea	Aware	Learning	Fair	Expert	Total	WAM	Rank
1	Grammarly	1 (0.81)	10 (8.13)	21 (17.07)	32 (26.01)	59 (47.96)	123	4.122	4
2	Turnitin	2 (1.63)	12 (9.75)	16 (13.00)	27 (21.95)	66 (53.65)	123	4.163	1

3	Ginger	3 (2.43)	8 (6.50)	19 (15.44)	31 (25.20)	62 (50.40)	123	4.146	5
4	Urkund	5 (4.06)	9 (7.31)	11 (8.94)	35 (28.45)	63 (51.21)	123	4.154	2
5	iThenticate	6 (4.87)	7 (5.69)	9 (7.31)	49 (39.83)	52 (42.27)	123	4.089	3

Table 5 shows knowledge about commercial plagiarism softwares among the respondents were with various Plagiarism Software. Their knowledge about commercial Plagiarism Software is measured with a five-point scale (No Idea, Aware, Learning, Fair, and Expert). 66 (53.65) respondents were experts in using Turnitin and 63 (51.21%) in using Urkund. It is worth pointing out that very few respondents had no idea about freely available Plagiarism Software.

**Table 6.** How to avoid plagiarism respond by Faculties

2.	Attended by professional training courses	116 (94.30%)	7 (5.69%)
3.	Self Learning through the Internet	110 (89.43%)	13 (10.56%)
4.	Discuss with colleagues/ other research scholars	98 (79.67%)	25 (20.32%)
5.	Orientation contacted by college Librarians	103 (83.73%)	20 (16.26%)

Sl.No	Description	Yes	No
1.	Only utilize quotes, references and footnotes	118 (95.93%)	5 (4.06%)
2.	Improve my knowledge about the plagiarism software	121 (98.37%)	2 (1.62%)
3.	Developed my writing skill.	115 (93.49%)	8 (6.50%)
4.	Try to develop my own ideas	109 (88.61%)	14 (11.38%)
5.	Verify with plagiarism software prior to submitting a thesis/article	120 (97.56%)	3 (2.43%)

Table 6 shows that how to avoid plagiarism respond by Faculties, out of the 123 faculties, 98.37% of the faculties would like to improve their knowledge of plagiarism through the internet and their college librarians. Out of the 123 Faculties, 97.56% of Faculties verify with plagiarism software prior to submitting a thesis/article.

**Table 7.** Methods to increase knowledge about plagiarism followed by the Faculties

Sl.No	Description	Yes	No
1.	Attended seminar/workshop	106 (86.17%)	17 (13.82%)

Table 7 shows that methods to increase knowledge about plagiarism, out of 123 Faculties, 41.3% of the Faculties attended by professional training courses and 83.73% attended orientation contacted by their college librarians. Out of the 123 Faculties, 79.67 % of Faculties would like to increase their knowledge of plagiarism by discuss with colleagues/ other Research Scholars.

## VI. Conclusion

The Plagiarism Software is an important one in every researcher and research students and resources are used more prevalently than ever in academic institutions. Based on that most of the respondent opinion to create more awareness about plagiarism software. So, the college librarian must be familiar with plagiarism and promote awareness of their through various library programs like orientation, workshops, library websites, ICT-oriented services, etc.

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