

Plagiarism, a Critical Issue in Academic Research Integrity: Attitudes of Research Scholars

Mohd Faizan

Shamim Aktar Munshi

Abstract

The purpose of this study is to investigate the awareness and attitude towards plagiarism of research scholars at the Aligarh Muslim University, India. The researchers have applied a quantitative study based on the survey method along with the questionnaire as a tool for survey instrument to achieve the research objectives. The researchers have personally distributed the questionnaires to the full-time Ph.D. scholars in the Faculty of Social Science. The collected data analysed by using Statistical Package for the Social Science (SPSS), version 20, to know the frequencies, percentages and tabulations. The results of the study showed that the majority of research scholars are aware of plagiarism and they believed that it is wrong and immoral. The research scholars believed that the higher score, higher the chance getting a job at the university level, and because of this most of the research scholars produced their publications without keeping the research ethics and academic honesty in their minds and this lead to breaking academic integrity and cause of Plagiarism. However, it is suggested to the university authority to organize such workshops and orientation programs regarding plagiarism, so that scholars or neo-scholars will understand that it is a violation in academic integrity.

Keywords: Academic Integrity, Aligarh Muslim University, Maulana Azad Library, Plagiarism, Research Ethics

1. Introduction

In scholarly communication, plagiarism is a worldwide problem. People irrespective of caste, color, creed, sex, and geographical boundaries are indulged directly or indirectly in the plagiarism. The virus of plagiarism is increasing day by day on account of social, cultural, economic, psychological, geographical, and technological reasons. It is the illicit use of other author's ideas or words and makes them as one's genuine work. The word "plagiarius" is a Latin word which means kidnapper, defined by

Roman poet Martial. He claimed that another poet had "kidnapped his verses". According to Mallon (1989), "the Elizabethan playwright Ben Johnson was the first person to use the word 'plagiary' to mean literary theft, at the beginning of the 17th century". The prevalence of plagiarism in higher education in the current era is at its pinnacle. With the advent of Information and Communication Technology and rise of the Internet, there is a tremendous amount of information available online, which could easily lead to cut, copy, paste and download.

The research ethics and academic integrity is the backbone in the higher learning process and plays a crucial role in maintaining fairness, trust and

honesty. The right of ownership should be protected in every sphere of life, whether it's an artistic work or academic output. If the right of the owner is violated, it is unethical and misconduct. And that is what we call plagiarism in the academic world. Therefore According to the (Oxford English Dictionary, 2010), plagiarism is the "the action or practice of taking someone else's work, ideas, etc., and passing it off as one's own; literary theft". Although Park (2003) defined "Plagiarism involves literary theft, stealing (by copying) the words or ideas of someone else and passing them off as one's own without crediting the source". Plagiarism occurs when someone attempts to take others work without acknowledging the original author or without giving credit to their respective contributors. Notably, Maurer et al. (2006) explained the list of activities which are included in Plagiarism and these are "A) turning in someone else's work as your own; B) copying words or ideas from someone else without giving credit; C) failing to put a quotation in quotation marks; D) giving incorrect information about the source of a quotation; E) changing words but copying the sentence structure of a source without giving credit; F) copying many words or ideas from a source that it makes up the majority of your work, whether you give credit or not". Therefore it is important to know what plagiarism is, what are the factors constituting it, how to control and check it through anti-plagiarism software and what are the ways and methods that can be adopted to avoid such misconduct.

2. Review of Related Literature

Park (2003) gone through the literature on plagiarism by the students to find out what policies and practices are adopted within institutions of higher

education in the UK. He concluded that indulging in plagiarism is so common among the students, with the enhancement in the digital access and availability of a huge amount of online sources, the students are getting more involved in the same. The author also revealed multiple reasons like lack of academic writing skills, desire for getting a good grade, lack of knowledge about what constitutes to plagiarism, assuming that they will not get caught, lack of proper referencing knowledge, etc.

Razera et al. (2010) found in their study that there is a lack of knowledge regarding plagiarism and anti-plagiarism software among students and teachers in Sweden. Authors also revealed that students try to adopt new innovative ways to do plagiarism, to escape from detection software. Therefore, both students and teachers need to train themselves about plagiarism, a different set of policies and detection tools software along with writing skills with proper referencing knowledge. Tayraukham (2009) conducted a study on plagiarism in the higher studies in Thailand, where he revealed that most of the students engaged in plagiarism for getting higher grades in their respective studies. The academic integrity and ethics were found more in research scholars as compared to master's level students. The author also found one of the prominent reason behind plagiarizing is that the most of the people copy from friends and those with whom the authors who has a relationship with them, does not consider it plagiarism.

Ryan et al. (2009) conducted a study to know awareness and knowledge regarding plagiarism at Sydney University, where he came to know that most of the students indulge in plagiarizing and the majority of them does not consider it a violation of academic integrity. Due to the lack of proper

referencing style, they were writing contents without citing sources properly. Authors strongly recommended to get extensive training and organize such awareness programs towards the same. Chukwuemeka, Gbenga, Sunday and Ndidiama (2013) conducted a comparative study between Nigerians students and the United Kingdom regarding plagiarism. The findings of the study revealed that Nigerian Pharmacy Students were found more indulged in plagiarism as compared to the United Kingdom. Authors further investigated that the academic dishonesty in universities of Nigeria was poor and involvement of students in copying, cheating without citing source was much higher than the UK.

Hosny and Fatima (2014) investigated a study among female students in the college of computer and information sciences (CCIS) at King Saud University, where they highlight the underlying reasons and most widespread practices regards cheating. Authors also revealed that majority of the students were well aware of plagiarism that it is unethical and against academic honesty but in spite of that, they do involve in cheating and plagiarizing because these are common practices among them to obtain higher grades and to do others work on someone behalf. Kumar and Mohindra (2018) explored the awareness and attitude of plagiarism among research scholars at Punjab University. The findings of the study revealed that research scholars were aware regarding plagiarism, and use of referencing management software was found helpful in managing references and citations. Authors also state that with proper referencing, check plagiarism prior to submission would be helpful in reducing plagiarism. Also scholars were aware about plagiarism policies, penalties and punishment which is prescribed by UGC.

Singh (2017) carried out a study to find out the difference between print and online plagiarism among undergraduate and postgraduate students of veterinary science at Guru Angad Dev Veterinary & Animal Sciences University, Ludhiana. The findings of the study show that plagiarism prevails among UG and PG students. Moreover, no significant difference in frequency level of plagiarism found between print and online sources of information, among both the group of undergraduate and postgraduate. Kattan et al. (2017) assessed the attitude of in-training physicians towards plagiarism in academic hospital at Saudi Arabia. The study revealed that most of them have professional and certificate courses in medical writing and research ethics, in spite of that they were found to be indulged in plagiarism. Authors further state that lack of anti-plagiarism detection software plays a crucial role in minimizing the same and enhancing the awareness level of trainees to refrain from such misconduct.

The above review of related literature highlights the studies which were conducted by the scholars from the different parts of the world to know the awareness and perception towards plagiarism among the students, research scholars and teachers. It is revealed from the previous studies that students are plagiarizing due to the unawareness of the academic writing skills and plagiarism standards. Significantly, it was observed that not a single study has been made on the perceptions of plagiarism among the research scholars at Aligarh Muslim University. However, the present study will fulfil these gaps.

3. Need for the Study

As it has been observed that plagiarism is a serious issue within doctoral students throughout the world.

Knowledge and awareness regarding plagiarism and academic integrity play a significant role in the scholarly world. The ethics is an important concept in doing research, but because of lack of proper knowledge or unawareness, scholars directly or indirectly indulge in plagiarism. Therefore it is important for the researchers to know the concept of plagiarism, its type and categories, policies and regulation, penalties and punishment, tools and detection technique to avoid it. As a result, this study attempt to know the awareness and attitude of research scholars towards plagiarism from the faculty of social science, AMU.

4. Objectives of the Study

The major objectives of the present study are as follows:

- ❖ To know the level of awareness among the research scholars regarding plagiarism and plagiarism detection software.
- ❖ To explore what are the reasons which constitute plagiarism among scholars.
- ❖ To identify Referencing Styles are followed by the research scholars.
- ❖ To suggest helpful measures to control and tackle plagiarism.

5. Research Design

In order to achieve the major objectives of this study, the investigators have used a quantitative study based on the “survey” method. The Aligarh Muslim University (AMU) was taken as a sample. The university is considered as one the most important institution in the educational and social history of modern India. Hence, it serves as the best possible place available to the authors for such

intricate research. The Aligarh Muslim University (AMU) was set up by an act of Indian Legislative Council in 1920 and get the status of Central University. It offers more than 300 courses with various educational fields, along with 12 faculties such as Arts, Social Sciences, Science, Engineering and Technology, Management Studies and Research, Agricultural Sciences, Commerce, Law, Life Sciences, Theology, Medicine and Unani Medicine (Annual Report, 2018-2019). Among these faculties, the researchers were confined to the opinion of the research scholars (Ph.D. only) from the Faculty of Social Science, Aligarh Muslim University. Faculty of Social Sciences have the following departments i.e. economics, history, education, library & information science, mass communications, physical education, psychology, sociology social work, political science and Islamic studies.

The questionnaire was designed in light of the related studies along with the study conducted by Kwonget al. (2010) “Students’ and faculty’s perception of academic integrity in Hong Kong”. Before finalizing the questionnaire, investigators have consulted subject experts (Professor. Nausad Ali P.M, and Dr. Mohammad Nazim, Department of Library & Information Science, AMU) regarding the content validity. After that, the researchers circulated the draft questionnaire among 20 research scholars to the Department of Library and Information & Science and Department of Sociology for pretesting. It was observed that respondents were generally satisfied with the statements regarding the various issues of plagiarism.

The final questionnaire was distributed randomly to the doctoral scholars within different disciplines of the Faculty of Social Science. The researchers

have personally approached to the scholars and handover the questionnaires. Notably, the targeted population comprised of 379 (100%) Full-time scholars. It was observed that total 147 (38.7%) scholars have filled the questionnaire and returned back. Out of 147, only 7 questionnaires were rejected due to some shortcomings. During the survey, it was found that many scholars were on leave. Thus, 140 (95.2%) questionnaires were selected for analysis. Reliability of the questionnaire was checked by measuring the 'Cronbach's Alpha' Five point Likert-types scale. The value of the questionnaire of annexure 1 to 3 was 0.768, 0.862, and 0.636, respectively.

6. Result of Data Analysis

The data collected from the research scholars were analysed by using Statistical Package for the Social Science (SPSS), version 20, to know the frequencies, percentages and tabulations.

6.1 Demographic Characteristics of the Respondents

This section measures the demographic characteristics of the respondents which include department wise participation, gender and age of the research scholars.

As shown in Figure 1, an overwhelming majority of the respondents (N=22, 15.7%) belongs to the Department of Library and Information Science followed by the Department of Islamic Studies (N=16, 11.4%), Department of Physical Education (N=15, 10.7%), Department of Economics (N=14, 10%), Department of Sociology and Social Work (N=14, 10%), Department of History (N=13, 9.2%), Department of Psychology (N=13, 9.2%), Department of Political Science (N=12, 8.5%), Department of Mass Communications (N=11, 7.8%) and Department of Education (N=10, 7.1%). It has been observed that research scholars have participated in every department of the Social Science Faculty.

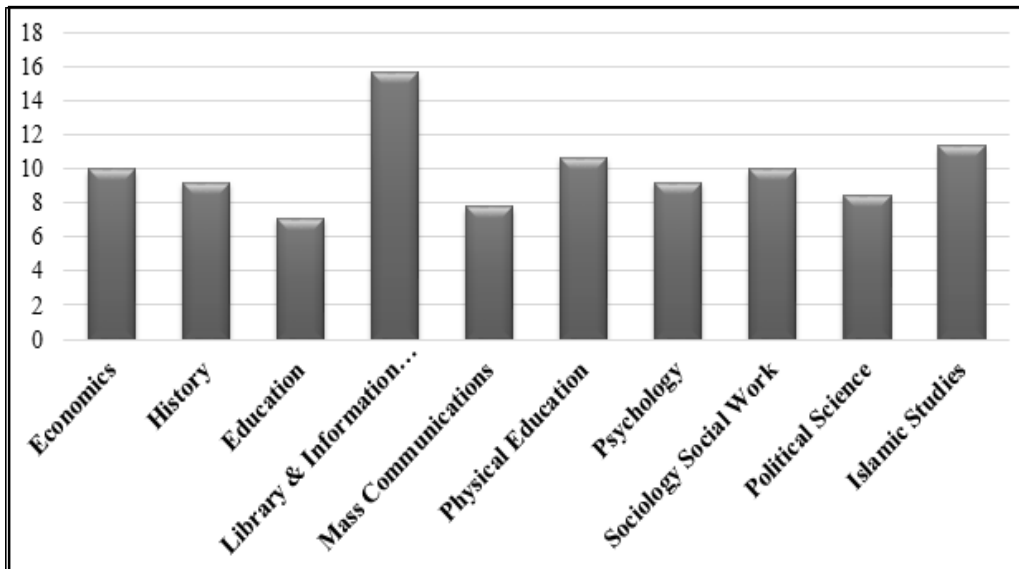


Figure1: Bar Chart Representing of Respondents' Department Wise

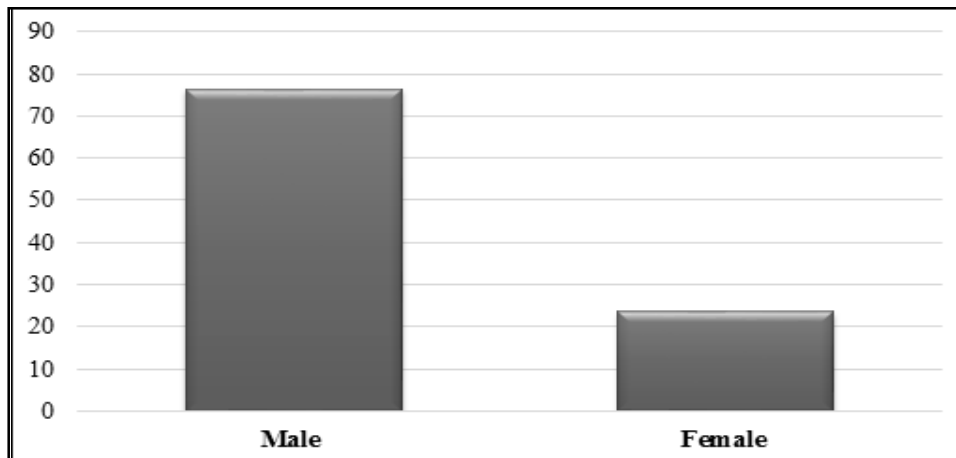


Figure 2: Bar Chart Representing of Respondents' Gender

The research scholars were asked to mention their gender. Figure 2 shows that the majority of respondents (N=107, 76.4%) were male as compared

to female (N=33, 23.6%). During the survey, it was observed that male scholars are more in numbers in almost every department as compared to female scholars.

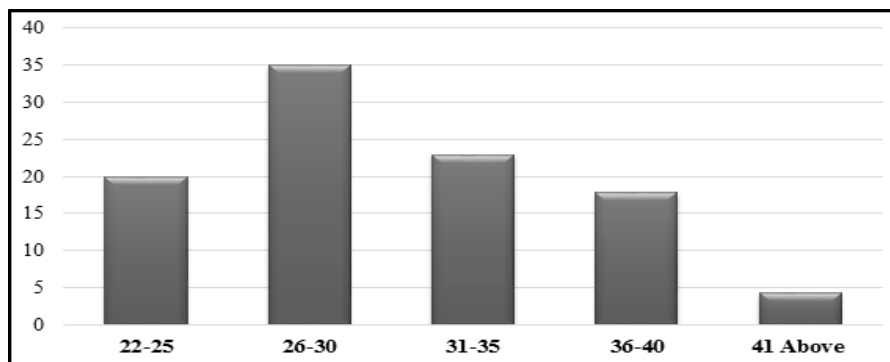


Figure-3: Bar Chart Representing of Participants' Age

To know the age of the respondents, the research scholars were asked to indicate their age group with five intervals. The analysed data in Figure 3 highlights that the majority of respondents (N=49, 35%) belong to the age group under 26 to 30 years while the least number (N=6, 4.3%) of respondents are above 41 years.

3.1 Awareness Regarding Plagiarism

The respondents were asked nine questions or statements regarding the concept and awareness of plagiarism on a five-point Likert-type scale (1= Strongly Agree to 5= Strongly Disagree). After analysing the data, it was observed that 100 percent of respondents answered these nine statements.

Annexure 1: Awareness about the Concept of Plagiarism

Sl. No.	Plagiarism awareness statements	SA	A	NAND	D	SD	Total
1.	I understand the meaning of plagiarism.	74 (52.8%)	41 (29.2 %)	25 (18%)	-	-	140 (100%)
2.	I understand plagiarism to be wrong.	92 (65.7%)	37 (26.4 %)	11 (7.8%)	-	-	140 (100%)
3.	I know about different types of plagiarism.	39 (27.8%)	47 (33.5 %)	28 (20%)	17 (12.1 %)	9 (6.6 %)	140 (100%)
4.	Cutting and pasting a sentence into article or paper, and then changing a couple of words in the sentence is not plagiarism.	17 (12.1%)	19 (13.4 %)	24 (17.1%)	38 (27.4 %)	42 (30 %)	140 (100%)
5.	Copying exact sentences or phrases from a book/document into assignment, and submitting it as your own work without making any changes or crediting the source is not plagiarism.	16 (11.4%)	17 (12.1 %)	21 (15%)	39 (27.8 %)	47 (33.7 %)	140 (100%)
6.	Writing a paper for another student or giving the other student a paper you wrote to submit as his/her own work is not plagiarism.	17 (12.1%)	20 (14.2 %)	25 (17.8%)	42 (30%)	36 (25.9 %)	140 (100%)
7.	Making up a reference list that you have not really read in your research work is plagiarism.	37 (26.4%)	42 (30%)	26 (18.5%)	19 (13.5 %)	16 (11.6 %)	140 (100%)
8.	Translating an article of different Indian languages into English, and then submitting it as your work is not plagiarism.	14 (10%)	18 (12.8 %)	25 (17.8%)	39 (27.8 %)	44 (31.6 %)	140 (100%)
9.	Quote content from an interview without acknowledge the relevant person is not plagiarism.	17 (12.1%)	21 (15%)	43 (30.7%)	26 (18.5 %)	33 (23.7 %)	140 (100%)

Scale: 1= Strongly Agree, 2= Agree, 3= Neither Agree Nor Disagree, 4= Disagree and 5= Strongly Disagree

Annexure 1 clearly shows, the majority (N=74, 52.8%) of respondents strongly agreed that they understand the concept and meaning of plagiarism while 41 (29.2%) of them agreed about the same. However, 25 (18%) of respondents remain neutral, they neither agreed nor disagreed about this statement. It is important to note here that most of the research scholars often attend workshop related to “Research Methodology”, due to which they are aware of the academic writing and research ethics. Therefore, it has been found that many research scholars are aware of plagiarism. After analyzing the data, a large number (N=92, 65.7%) of respondents strongly agreed that indulging in plagiarism is immoral and wrong followed by 37 (26.4) of them agreed to it. The study also reveals that a few numbers of respondents (N=11, 7.8%) have no idea, whether it is wrong or not. Hence, the majority of scholars understand that academic integrity plays a significant role in research writings and state that plagiarizing is unethical and wrong.

Annexure 1 highlights, the majority (N=47, 33.5%) of respondents agreed that they are aware of different kinds of plagiarism while 39 (27.8%) of them strongly agreed. The study also reveals that some of the respondents 17 (12.1%) have disagreed to know it. However, 28 (20%) of respondents have no idea about various categories of plagiarism.

The study reveals after analysing the data that majority (N=42, 30 %) of the respondents strongly disagreed with the statement on changing a couple of words in a sentence is not plagiarism followed by 38 (27.4%) respondents disagreed to it. The result further shows that a few numbers of respondents (N=19, 13.4%) agreed to it and 24 (13.4) respondents

remained neutral. Thus, it is clear that a large number of scholars are aware and completely understood that changing some words in a sentence after cutting and pasting is plagiarism. Annexure 1 shows that the maximum number of respondents (N=47, 33.7%) strongly disagree and 39 (27.8%) disagree with the statement that without making changes or acknowledging the source is a violation of the academic rule and led to the occurrence of plagiarism. However, few of the respondents agreed because of not having knowledge about what actually leads to plagiarism while 21 (15%) of respondents were not sure whether it is an act of plagiarism or not.

The study demonstrates that majority of the respondents (N=42, 30%) disagreed and 36 (25.9%) of them strongly disagreed with the statement as most of the scholars write a paper for others on a basis of familiarity or any inter-personal relationship, therefore respondents consider it as plagiarism. However, some of the respondents (N=25, 17.8%) indicated neither agree nor disagree. Significantly, most of the scholars do not break academic integrity and strictly adhere to research ethics. After analysing the data, majority of the respondents (N=42, 30%) agreed that without reading making up reference list is an act of plagiarism whereas 37 (26.4%) respondents are strongly agreed with the same. The study also shows that 19 (13.5%) of respondent disagreed with the statement and 26 (18.5%) respondent remained neutral at this stance. Therefore, most of the research scholars are aware and understands that ethics is the core of the research and one should have to avoid such misconduct which leads to academic dishonesty.

The study found that majority of the respondents (N=44, 31.6%) showed their strongly disagreement and consider it as a serious offense and major violation against plagiarism. Notably, few numbers of respondents (N=18, 12.8%) agreed to the respective statement and does not consider it as plagiarism while some of the respondents have no idea about whether it includes in plagiarism or not. Significantly, because of attending “Research Methodology” workshop and training program, most of the research scholars clearly understand that by just simply translating the originality of the work cannot be changed, one should have to give proper reference citation and source. The study also demonstrates that the majority of respondents (N=43, 30.7%) remarked to neither agree nor disagree with the statement ‘quoting content and do not acknowledge the pertinent person after the taken interview is an indulgence in plagiarism’. The study also reveals that 33 (23.7%) of respondent strongly disagree and a few numbers of respondent agreed with this statement.

3.2 Reasons for Plagiarism

The respondents were asked to indicate the reasons for doing plagiarism on Five-point Likert-type scale (1= Strongly Agree to 5= Strongly Disagree). From annexure 2, it is clear that majority of the respondents (N=46, 32.8%) strongly agreed with the statement that getting high grade or score is one of the reasons which constitutes plagiarism while 39 (27.8%) of them agreed with same. A few numbers of respondents (N=18, 12.8%) strongly disagree that it might not be a relevant reason. It is worthy to mention here that according to University Grant Commission (UGC), the ‘Academic Performance Indicators’ (API) score

is plays crucial role in the recruitment process for lectureship. The research scholars believe that higher score, higher the chance in getting selection process, and because of this most of the research scholars enhance their publications for getting a higher score without keeping the research ethics and academic honesty in their minds and this lead to break academic integrity and cause of Plagiarism.

A large number of respondents (N=55, 39.4%) agreed that the lack of academic writing skills is one of the reasons by which most of the scholars unintentionally commit plagiarism followed by 42 (30%) of them strongly agreed with the same. However, a few numbers of respondents (N=11, 7.8%) strongly disagreed with the statement and some of them remained neutral. Therefore, it has been found that most of the research scholars state that poor academic writing is the drawback in their respective theses or dissertations, and by which scholars accidentally involve in plagiarizing. And this implies extensive workshops and training programs for the research scholars to avoid such delinquency.

In a response to a statement regarding lack of time and pressure to meet deadlines, majority of the respondents (N=51, 36.4%) agreed that this could be the reason behind plagiarism while 49 (35%) of them strongly agreed. The study also reveals that a few numbers of respondents (N=13, 9.2%) do not agree with the statement and 10 (7.2%) of them have no idea about it. Hence, it has been found that most of the research scholars are under pressure to meet deadlines to submit their respective assignment or projects to accomplish it in time. Thus, most of the scholars neglect academic violation and break academic honesty.

Statement regarding a personal issue or interpersonal relationship, the data reveals 31 (22.1%) respondents agreed with the statement followed by 24 (17.2%) of them does not think so. Notably, in this statement of reason the maximum number of respondents (N=36, 25.7%) respond neither agreed nor disagreed, as they have no idea to validate the possible reason for the academic dishonesty. Significantly, most of the research scholars have an interpersonal relationship with an author, and as a result, they do not consider it important to give credit or acknowledge the relevant source. Thus, it is clear that this kind of personal issues could be the reason for involvement in such misconduct.

The study reveals that the majority of respondents (N=46, 32.8%) agreed that sometimes teachers failed to explain rules and regulation clearly in during course work classes while 39 (27.8%) of them strongly agreed with the same and consider it one of the reasons of plagiarism occurrence. The study further indicates that only a few numbers of respondents (N=19, 13.6%) oppose it and strongly disagreed with this reason of plagiarism. Only 13 (9.3%) of them respondents remained neutral at stance.

The study highlights that a large number of respondents (N=41, 29.4%) agreed that language skill is also one of the cause behind plagiarizing while 37 (26.4%) of them strongly agreed to it. The results also reveal that a few numbers of the respondents do not sure about it, but some of the respondents disagreed with the statement. Notably, the language skills play a significant role in communicating content or to maintain effective interpersonal communication with the targeted

audience, and most of the research scholars are good at their respective mother language but not so well and comfortable with the English language. Therefore, due to this scholars feel difficulty in academic research writing and involve in plagiarism inadvertently.

In response to a statement regarding belief, about not caught, majority of respondents (N=47, 33.5%) strongly disagreed with this reason of involving in plagiarism. However, a few numbers of respondents (N=16, 11.7%) agreed with the statement while 26 (18.5%) of them have no idea. It is important to mention here that most of the research scholars are aware about Plagiarism Detection Software (PDS) or Anti Plagiarism Software through workshop and training programs, therefore it not so easy to escape from these online detection tools. Hence, most of the research scholars do not consider it a valid reason for plagiarism.

Annexure 2: Reasons for Academic Misconduct

Sl. No.	Reasons for Plagiarism	SA	A	NAND	D	SD	Total
1.	For getting high score	46 (32.8%)	39 (27.8%)	12 (8.7%)	25 (17.9%)	18 (12.8%)	140 (100%)
2.	Lack of academic writing skills	42 (30%)	55 (39.4%)	14 (10%)	18 (12.8%)	11 (7.8%)	140 (100%)
3.	Lack of time/pressure to meet deadlines	49 (35%)	51 (36.4%)	10 (7.2%)	17 (12.1%)	13 (9.2%)	140 (100%)
4.	Personal issue, e.g. interpersonal relationship issue	28 (20%)	31 (22.1%)	36 (25.7%)	24 (17.2%)	21 (15%)	140 (100%)
5.	Teachers failed to explain rules and requirements clearly in class	39 (27.8%)	46 (32.8%)	13 (9.3%)	23 (16.5%)	19 (13.6%)	140 (100%)
6.	Lack of language skills	37 (26.4%)	41 (29.4%)	18 (12.8%)	23 (16.4%)	21 (15%)	140 (100%)
7.	Belief, that I would not get caught	16 (11.7%)	19 (13.5%)	26 (18.5%)	32 (22.8%)	47 (33.5%)	140 (100%)
8.	I'm not sure what plagiarism means/I didn't realize, I had plagiarized	15 (10.9%)	12 (8.5%)	19 (13.5%)	51 (36.4%)	43 (30.7%)	140 (100%)
9.	Lack of interest on study/topic	31 (22.1%)	39 (27.8%)	22 (15.9%)	23 (16.4%)	25 (17.8%)	140 (100%)
10.	The assignment is not important	33 (23.5%)	44 (31.4%)	19 (13.5%)	21 (15%)	23 (16.6%)	140 (100%)

Scale: 1= Strongly Agree, 2= Agree, 3= Neither Agree Nor Disagree, 4= Disagree and 5= Strongly Disagree

As shown in annexure 2, a good number of respondents (N=51, 36.4%) disagreed with this statement that they don't know about plagiarism and even didn't realize after plagiarizing it which followed by 43 (30.7%) of them strongly disagreed with the same. However, there are few numbers of respondents (N=12, 8.5%) who showed their positive attitude towards the statement, but 19 (13.5%) of them neither agreed nor disagreed.

The study demonstrates that the maximum number of respondents (N=39, 27.8%) agreed with the statement that lack of interest on the topic could be possible on of the reason of plagiarism while 31 (22.1%) of them strongly agreed with it. Notably, some respondents 25 (17.8%) do not consider it an effective reason for engaging in plagiarism. It is important to mention here that, "Interest" is really important to do any work or task in which an

individual keep his dedication and devotion towards it. But lack of interest loses his best potential endeavour with regard to his respective work. Therefore most of the research scholars indicated that they don't take it seriously when there is a lack of interest on the topic. Thus, it may be the possible reason behind plagiarism.

Annexure 2 shows, the majority of respondents (N=44, 31.4%) agreed that when the assignment is not important they did not take with honesty to accomplish is followed by 33 (23.5%) of them strongly agreed with the same. The study further reveals that a few numbers of the respondent (N=19, 13.5%) remained neutral they neither agreed or nor disagreed with the statement, however few of respondents among them disagree with this reason or cause behind involvement in plagiarism. Thus, research scholars should adhere to research morals and beliefs and try to avoid such bad behaviours.

3.3 Awareness on Anti-Plagiarism Software

The researchers tried to find out the awareness about various anti-plagiarism software. The result shows

that almost all the respondents are aware of anti-plagiarism software which are using by the Maulana Azad Library. It has been found that currently Maulana Azad Library using 'Urkund Plagiarism Software' for checking M.Phil and Ph.D. theses and 'Turnitin Plagiarism Software' for research papers of the research scholars and faculty members.

3.4 Use of Citation Styles

The respondents were asked to mention the frequency of use of the citation style and reference standard for their research work on a Five-point Likert scale (1= Very Frequently to 5= Never). As shown in annexure 3, the majority of respondents (N=112, 80%) using American Psychological Association (APA) reference style very frequently. According to the University guidelines, Social Science scholars should use APA references styles for their research work. Significantly, some scholars also use another reference style occasionally or rarely for writing research articles such as Modern Language Association (MLA), Chicago Manual of Style, Institute of Electronic and Electronics Engineers (IEEE), etc.

Annexure 3: Citation and Reference Style Use

Sl. No.	Citation Styles	Very Frequently	Frequently	Occasionally	Rarely	Never	Total
1.	American Psychological Association (APA)	112 (80%)	28 (20%)	-	-	-	140 (100%)
2.	Modern Language Association (MLA)	-	-	14 (10%)	27 (19.2%)	99 (70.7%)	140 (100%)
3.	Chicago Manual of Style	-	-	22 (15.7%)	30 (21.4%)	88 (62.8%)	140 (100%)
4.	Institute of Electronic and Electronics Engineers (IEEE)	-	16 (11.4%)	11 (7.8%)	24 (17.1%)	89 (63.5%)	140 (100%)

Scale: 1=Very Frequently, 2= Frequently, 3= Occasionally, 4= Rarely and 5= Never

3.5 Use of Reference Tools

The respondents were asked to indicate the reference tool they use to write references or bibliography. As shown in Figure 4 that majority of the respondents (N=62, 44.3%) prefer to write references for their research work in 'Manual' mode while 32 (22.9%) of them using 'Mendeley Reference Management Software' and 27 (19.3%) respondents using 'Zotero'. The study also reveals that 19 (13.6%) respondents prefer to write references through 'online' mode. Thus, it is clear that most of the research scholars use to write references for their research work by manually.

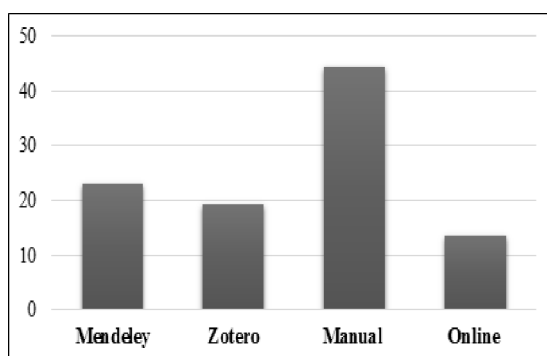


Figure-4: Bar Chart Representing of the Use of Reference Tools

4. Conclusion

The results of the analyses data highlight that majority of the research scholars are aware of the basic concept of plagiarism and they believed that it is wrong and immoral. Significantly, some of the scholars' those who are newly registered in the Ph.D. program have no idea regarding the rules of plagiarism. The study revealed that large numbers of scholars are well aware and completely understood that copying exact sentences or

changing a couple of words without crediting the sources is a clear academic violation and does not support the practicing of such act. Another findings associated with translating an article and quote content from the interview in which most of the scholars consider it offense and take a crime, but some of the research scholars contrast with it. Therefore, we can say that it is important for every scholar to know the different kinds of plagiarism which lead to academic misconduct in different ways. Hence, it is suggested to the university authority to organize more workshops and awareness programs regarding plagiarism, so that scholars or neo-scholars will understand that it is a violation in academic integrity.

The interesting findings come out from this study that most of the research scholars want to gain more score in publications to increase their 'Academic performance Indicators' for getting a job at the university level. And therefore, research scholars publish more research article without keeping the research ethics and academic honesty in their minds and this lead to break academic integrity and cause of Plagiarism. The results also showed that lack of writing skills and pressure to meet deadlines among the research scholars might be a possible reason to be involved in such unfair means. Thus, research scholars should improve their academic writing skills and try to not break academic integrity to meet deadlines.

The results highlight that most of the research scholars do not give proper references and citations due to the relationship with an author which is completely wrong. It is also revealed that the language is very important in content writing to deliver the message, due to not so good in the

English language, most of the research scholars unintentionally commit plagiarism. Therefore, it is suggested that the research scholars should try to improve their language skills and understand that ethics is the core of the research and keeping this in mind one should always adhere to it. It is worthy to note here that almost all the scholars are aware of anti-plagiarism software which are currently using by the Maulana Azad Library. According to the University guidelines, Social Science scholars are using APA standard for writing references. However, some of the scholars are using the Chicago Manual of Style, MLA and IEEE references style for writing research papers. The study also revealed that most of the research scholars use to write references for their research work by manually. Only a few numbers of scholars are using 'Mendeley Reference Management Software', 'Zotero' and for writing and arranging references. Thus, it is suggested to the Maulana Azad Library to organize orientation program on Mendeley, Zotero, so that scholars use these software's for easily writing their references.

Therefore, a similar study can also be conducted in other central universities in India to know the attitude of research scholars regarding the concept of plagiarism and its awareness and this will help in improving the research quality in Indian Universities.

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About Authors

Mr. Mohd Faizan, Junior Research Fellow(JRF), Department of Library and Information Science, Aligarh Muslim University, Aligarh. Email: faiz.times@gmail.com

Mr . Shamim Aktar Munshi, Senior Research Fellow, Department of Library and Information Science, Aligarh Muslim University, Aligarh Email: munshishamim14@gmail.com

