

Attitudes of College Students Towards Plagiarism

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Abstract -This study aimed to determine the attitudes of College students of Nueva Ecija University of Science and Technology San Isidro Campus. Descriptive method was utilized using the Attitudes Toward Plagiarism questionnaire (Mavrinac et al.2010). In determining the profiles of demographic variables (age, sex , and course) Frequencies-Percentage was used. Descriptive statistics was also utilized to describe and determine the respondents in terms of their attitudes towards plagiarism.Mean scores were computed based on the three factor structure: Factor I- Positive Attitudes towards Plagiarism;Factor II- Negative Attitudes towards Plagiarism; and Factor III -Subjective Norms towards Plagiarism.Findings showed that Majority of College students have awareness of plagiarism and behaviors of a plagiarist, however results also revealed that although they have negative attitude towards plagiarism and consider it as unacceptable, they might plagiarize .The university should organized a plagiarism monitoring committee to assess students' understanding and application of the anti-plagiarism statute.An intervention program in the form of seminars and training are recommended for college students to improve the awareness towards plagiarism and plagiarist behaviors.

Key Words:Attitudes , College students Plagiarism

Introduction

The most well-known law against plagiarism in the Philippines is House Bill No. 3729, which was introduced on September 22, 2016 by Representative Winston Castelo. House Bill No. 3729, commonly known as "The Philippines' Anti-Plagiarism Law,"

intends to safeguard public service honesty and integrity while also taking positive and effective steps to combat bribery and corruption. The bill also intends to make plagiarism a crime by punishing it (House of Representatives, 2016).

Plagiarism can be committed under the following circumstances, according to the House of Representatives (2016): one (1) passing off another's work as one's own, two (2) use of copied materials without attribution to the author, three (3) unfair use of copyrighted material, four (4) transgression of copyright holders' moral rights, and five (5) use of someone else's work without prior authorization.

The House of Representatives (2016) issued the appropriate punishments based on the offender's status. A public official or employee will be dismissed from the service and imprisoned for a period to be determined by a competent court, two (2) will be disbarred and imprisoned, three (3) will be punished by a student, private individual or private employee, dismissal from the school, organization or firm, respectively, and three (3) will be punished by a justice.

Plagiarism is characterized as a multi-layered phenomenon of dishonesty that occurs at the higher level of education in the sphere of education (Jereb et al., 2018). Furthermore, they discovered that pupils plagiarize as a result of particular factors highlighted in their

of the respondents and their attitude towards research. People are driven to commit plagiarism by their gender, socialization, efficiency gain, an incentive for study, methodological uncertainties, or easy access to the Internet and new technology, according to them.

Information and expertise from all around the world may now be accessed with a single click of a finger. Nonetheless, educational institutions are concerned about plagiarism (Marshall and Garry, 2005). They said that the internet is the primary culprit in the destruction of students' respect for other people's intellectual property.

Knowing the urgency of the issue of plagiarism, the researchers set out to find out how College of Education students feel about plagiarism perceptions. Researchers also want to see if there's a link between the demographic profiled plagiarism. Because of this, the researchers selected to conduct the research on their own school campus, the Nueva Ecija University of Science and Technology (NEUST), San Isidro Campus (SIC), which is located in Poblacion, Nueva Ecija.

Specifically, it seeks to find answers to the following objectives:

1. to determine demographic profile of the respondent's in terms of:

- a. age
- b. sex
- c. course

2. to identify the attitudes towards plagiarism of the respondent's in terms of:

- a. Positive Attitudes towards Plagiarism;
- b. Negative Attitudes towards Plagiarism; and
- c. Subjective Norms towards Plagiarism?

3. To propose an intervention program for plagiarism awareness.

Methods

In determining the attitudes towards plagiarism of the respondents, the descriptive method was employed utilizing the Attitudes towards Plagiarism questionnaire to determine the respondents' attitudes in plagiarism. The descriptive research was preferred by the researcher primarily because it is the best method that suits the purpose of the study. It was cited by Calmorin (2016),

that a descriptive research is a method that focuses on the present situation and providing essential knowledge about the nature of objects and persons. Moreover, this method has proved its validity and reliability including its simplicity in many studies. Finally, the descriptive method lends itself appropriately to investigations which provide normative standard based on what is prevalent, like the present undertaking.

The survey questionnaire consists of two parts. Part I is the demographic profile of the respondents which includes age, gender and course and Part II consists of the three factors structure of the Attitudes Towards plagiarism questionnaire (Mavrinac et al, 2010). Total sampling was used in this study. A total of 115 college students from the College of Education of Nueva Ecija University of Science and Technology, San Isidro Campus during first semester Academic year 2017-2018 voluntarily participated in the study.

In the analysis of data, Frequencies, Percentage and Weighted Mean were used.

Result and Discussion

1. The Demographic Profile of the Respondents

Table 1. Age Distribution of the Respondents

Age	Frequency	Percentage
20	57	49.60
21	48	41.70
22	3	2.60
23	1	0.90
24	2	1.70
25	4	3.50
Total	115	100%

Table 1 presents the demographic profile of the respondents in terms of age. Out of 115 respondents, fifty-seven or 49.6% are 20 years old, forty-eight or 41.70% are 21 years old, three or 2.60% for 22 years old, one or 0.90% is 23 years old, two or 1.70% are 24 years old and four or 3.50% are 25 years old. Majority of the respondents are 20 years old (49.60%) then followed by 21 years old (41.70%).

Table 2. Sex Distribution of the Respondents

Sex	Frequency	Percentage
Male	37	32.20%
Female	78	67.80%
Total	115	100 %

Mean Scores in three Structure factors	BEED	English	General science	Math	MAPEH	BSIE	own
Positive Attitudes	2.31	2.25	2.33	2.25	2.33	2.31	2.29
Negative Attitudes	2.61	2.69	2.89	2.92	2.89	2.61	2.76
Subjective Norms	2.89	2.42	2.94	2.92	2.50	2.42	2.68

Table 2 shows that 78 or 67.80 % were female and 37 or 32.20 % were male. It implies that majority of the respondents were female who are interested in the field of teaching profession than males.

Table 3. Course Program Distribution of the Respondents

Course	frequency	Percentage
BEED	38	33.04
BSE -English	23	20.00
BSIE-General Science	25	21.73
BSIE-Mathematics	10	8.70
BSIE,-MAPEH	12	10.43
BSIE-Industrial Education	7	6.10
Total	115	100%

Table 3 presents the course of the respondents. Thirty-eight or 33.04 % of the respondents are BEED students and Seven or 6.10% are BSIE students. The data implies that majority of the respondents are BEED students.

2. Attitudes of College of Education Students Towards Plagiarism

Table 4 The Respondents' Mean Scores in Three Structure factors of Attitudes towards plagiarism

Legend:

Weighted Mean	Verbal Interpretation
3.25 - 4.00	- Strongly Agree
2.50 - 3.24	- Agree
1.75 - 2.49	- Disagree
1.00 - 1.74	- Strongly Disagree

Table 4 presents the respondents' Mean scores in the three structure factors of attitudes towards plagiarism. It can be seen from the table that the overall mean scores of the respondents' in positive attitudes is 2.29 (Disagree). The findings indicate that students consider plagiarism to be unacceptable; however, they continue to plagiarize. This finding is consistent with the findings of Khairnar et al. (2019), who found that even though students agreed that plagiarism is unacceptable and punishable by law, they still see it as a necessity.

On the other hand, the overall mean scores for Negative attitudes is 2.73 (agree) which implies that the majority of respondents believe that plagiarism is illegal and punishable by law. The same observation was presented by the study conducted by Eret&Gogmenoklu (2010) where in prospective academicians have negative attitudes, the results show that they may plagiarize due to foreign language difficulties, time constraints, and a lack of knowledge about plagiarism.

In terms of the subjective norms towards plagiarisms, the overall mean scores is 2.68 (Agree) that According to the results, respondents stated that plagiarism was indeed widespread or prevalent in the school. The findings of the study were supported by the findings of McCabe (2005) and Wangaard and Stephens (2011) who found that students admitted to cheating and plagiarizing on tests, assignments, and projects despite agreeing that it is morally wrong to cheat or plagiarize. Another study found that participants used the same sources of plagiarized material in multiple papers

despite knowing that their papers would be scanned using anti-plagiarism software.(Youmans, (2011).This suggests that plagiarism remains and exists in the student environment.

4. Proposed Intervention Program for Plagiarism Awareness

As the survey found that students are aware that plagiarism is illegal but nonetheless engage in it, a formalized plagiarism law should be implemented. Plagiarism should be addressed in the student handbook and adequately communicated. A thorough orientation should be provided, and close monitoring of students' plagiarism-related actions should be implemented. Each campus will have a plagiarism monitoring team to assess students' understanding and application of the anti-plagiarism statute. Students should be encouraged to use software automated referencing and citations.

Seminars and trainings on copyright law should be included in plagiarism awareness initiatives.

Conclusion

Most respondents believe plagiarism is unacceptable, unlawful, and punishable by law. The majority of them are aware that plagiarism is an issue at school. However, they continue to practice it. Despite their negative perceptions regarding plagiarism, students continue to plagiarize to achieve good academic outcomes.

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