AWARENESS AND IMPORTANCE OF ANTI-PLAGIARISM SOFTWARE BY THE RESEARCH SCHOLARS AND POSTGRADUATE STUDENTS OF THE UNIVERSITY OF HORTICULTURAL SCIENCES, BAGALKOT : A STUDY

Manjunath B. Hadimani
Assistant Librarian,
University of Horticultural Sciences, Bagalkot,
K.R.C. College of Horticulture, Arabhavi,
Belagavi.
ORCID-ID:0000-0003-4160-9683
Email : manjunathhadimani@gmail.com

Abstract

The Importance of Plagiarism in the world of academics and researchers have been gauging the ethical part of work and minimizing the replication of others work and attaining standards of their work. Hence today many anti-plagiarism types of software are developed to contain plagiarism. In this study is an attempt to identify the awareness and importance of anti-plagiarism software by the Research Scholars and PG students of the University of Horticultural Sciences, Bagalkot. The sampling was done from three PG Centres such as KRCCH, Arabhavi, COH, Bagalkot, and COH, Bengaluru. The consequence of this study exposed that many of the researchers are aware of anti-plagiarism software and know the importance of it except a few and they have a fair knowledge of several aspects of similarity i.e., diverse anti-plagiarism software, reference style, consequences, and repercussion of indulging in plagiarism, etc. It was also identified that respondents were also aware of certain aspects that impact when they involve in plagiarism.



KEYWORDS : *Plagiarism, Anti-plagiarism software, Reference style, Research scholars, Postgraduate students, Horticultural sciences.*

1. Introduction

Today with the assistance of technology the scientific community have become more conscious of use technological tools to contain plaguing of plagiarism in the digital era, the ideas of plagiarism are even more challenging in academic and research arenas. Plagiarism is an issue of academic misbehaviour with the research and teaching community in higher educational institutions. Plagiarism is to make use of others ideas, work, information, etc. without giving recognition to the original author with appropriate reference. The word plagiarism has established much attention in recent periods as occurrences of plagiarism seem to be on the rise. With the advancement of the Internet, information can be eventually accessed without any geographical constraints; thus, scholars will be able to collect information. Though this is an admirable growth in view of scholars extend creative ideas while learn from the writings of others, a few scholars, however, prefer to take some ideas of others rather than get from their work. Plagiarism has an adverse impact on the quality of education, research, and the reputation of academic institutions. Nowadays, plagiarism is becoming an integral part of our educational system. Because of the issue of plagiarism, all the agriculture and allied sciences universities and institutions tend to take stringent protocols to protect academic and institutional integrity. The present study aims to create awareness about the importance of anti-plagiarism software amongst the research scholars of UHS Bagalkot.

2. Review of Related Literature

- A high rate of plagiarism among undergraduate and postgraduate students. Owing to the lack of proper referencing style, they were

writing content without citing sources properly, and also authors strongly recommended getting extensive training and organising such awareness programs towards the same **(Ryan et al., 2009)**.

- The finding of the study described a significant positive suggestion regarding levels of plagiarism and awareness **(Babalola, 2012).** A similar study exposed that respondents under the study are conscious of plagiarism, and also exposed the fact that kind of plagiarism amongst respondents is not clear. The study suggested that a comprehensive consciousness of plagiarism and different types of it with appropriate samples may possibly assist academicians to remove plagiarism complications **(Sarlauskiene & Stabingis, 2014)**.
- The authors opined that most of the respondents use plagiarism detection tools 'to improve the quality of publication/research articles and also revealed the highest number of respondents expressed that the repercussion of plagiarism is the damage to the reputation of the authors **(Nikam & Mahadevaswamy, 2015).**
- The study exposed that the on-average of consciousness of plagiarism amongst respondents and training levels influenced their level of consciousness; pressure to meet targets, lacking presenting/ writing skills, and dearth of information about what creates plagiarism was found to be the blamed for the dissatisfaction. The study suggested that the strengthening of awareness programmes on plagiarism should be conducted regularly **(Idiegbeyan-ose et al., 2016)**.
- Study explored that no significant difference in the responses level of plagiarism was found between print and online sources of information among both the group of undergraduate and postgraduate **(Singh, 2017)**.
- The result showed that students knowledge and understanding of plagiarism are poor and study recommended conducting training/ workshops in both handling skills and knowledge of inadequate plagiarism **(Nguyen, 2021)**.

- The study identified that the consciousness and impact of anti-plagiarism tools are usually high amongst researchers and also observed that the plagiarism detection tools have significantly impacted researchers' activities toward avoiding plagiarism **(Mostofa et al., 2021).**

3. Objectives

i. To assess the respondents awareness of Anti-plagiarism software.
ii. To study the purpose of use of anti-plagiarism software by the respondents.
iii. To find the familiarity of the respondents with reference styles and citing methods.
iv. To identify the key issues which lead to plagiarism while presenting/writing a research paper/thesis by the respondents.
v. To investigate the consequences of plagiarism and the reasons for publications.

4. Methodology

The survey method with the aid of well-structured questionnaire was prepared and distributed among research scholars and postgraduate students. Simple random sampling method was used for distribution of questionnaire. Two hundred questionnaires were distributed, 196 filled-in questionnaires were received, with the response rate being 98%. In supporting the questionnaire method, interview schedules were adopted to collect the required data as an accompaniment to the questionnaire method to being more clarity to the data which are essential. The collected data was analysed, tabulated, and interpreted.

5. Scope and Limitation

The scope of the current study is confined to knowing the awareness and importance of anti-plagiarism software among research scholars and postgraduate students of the University of Horticultural Sciences, Bagalkot. The main purpose for taking research scholars and postgraduate students is that nowadays, ICAR and SAUs have made it compulsory to lay the thesis/research papers for plagiarism verification before their submission to the University for assessment. Therefore, researchers and postgraduate students make use of the software regularly.

6. Data Analysis and Interpretation

Gender-wise distribution

From the Table-1 revealed that out of 196 respondents, 115 (58.7%) are female and 81 (41.3%) are male and it's shows that in the present study female respondents are more.

Table-1: Gender-wise distribution.

Gender	Respondents	Percentage
Male	81	41.3%
Female	115	58.7%
Total	196	100.0%

Age-wise Distribution

Table-2 depicts that a large number of the respondents 135 (68.9%) of the age group between '23-25', 56 (28.6%) respondents are of '26-28', about 3 (1.5%) respondents are 'Above 35' and only 2 (1%) of respondents are '29-34'years.



Table 2: Age-wise distribution.

Age	Respondents	Percentage
23-25	135	68.9%
26-28	56	28.6%
29-34	2	1%
Above 35	3	1.5%
Total	196	100.0%

Educational Qualification

Table 3 identified that 136 (69.4%) of respondents are M. Sc. students and 60 (30.6%) are Ph.D. students. Thus, most 69.4% of the respondents are M. Sc. Students

Table 3: Qualification-wise distribution

Qualification	Respondents	Percentage
M.Sc.	136	69.4%
Ph.D	60	30.6%
Total	196	100.0%

College-wise distribution

Table 4 clearly found that the maximum number of respondents 109 (55.61%) from the KRC College of Horticulture, Arabhavi, followed by 44(22.45%) respondents from the College of Horticulture, Bengaluru, and 43(1.94%) from the College of Horticulture, Bagalkot.

Table 4: College-wise distribution

Colleges	Respondents	Percentage
KRC College of Horticulture, Arabhavi	109	55.61%
College of Horticulture, Bagalkot	43	21.94%
College of Horticulture, Bengaluru	44	22.45%
Total	196	100.0%

Familiarity and use of citation/reference styles

Table 5 observed that nearly 173(88.3%) say 'Yes' to familiarity with citation/reference styles and 23(11.7%) of respondents say 'No' to familiarity with citation/reference styles. Table 5 also revealed that 141(72.3%) of respondents use 'APA' referencing style, 130(66.7%) respondents use 'Chicago', 42(21.5%) respondents use 'Other styles like JFS/KJAS',4(2.1%) use'AMA',3(1.5%)use 'MLA' and only 1(0.5%) of respondent use 'IEEE' reference styles.

Table 5: **Knowledge and Use of Citation /Reference Styles**

Opinion	Respondents	Percentage
Familiarity with citation/reference styles		
Yes	173	88.3%
No	23	11.7%
Use of Citation /Reference Styles		
APA	141	72.3%
MLA	3	1.5%
Chicago	130	66.7%
AMA	4	2.1%
IEEE	1	0.5%
Others like JFS/KJAS	42	21.5%

The level of Familiarity with Reference Styles

Table 6 shows that 137 (69.9%) of respondents are high familiarity with reference styles, followed by 42 (21.4%) of respondents are 'moderately' familiar with using reference style, 12 (6.1%) of respondents are 'low' familiarity with using reference style, and 05 (2.6%) of respondents 'very high' familiarity in using reference style.



Table 6: Level of Familiarity with Reference Styles

Level of Familiarity	Respondents	Percentage
Very High	5	2.6%
High	137	69.9%
Moderate	42	21.4%
Low	12	6.1%
Total	196	100.0%

Reasons for Publications

The Table 7 shows that, 179(91.3%) of respondents because 'it is a part of the Research work', followed by 135(68.9%) respondents publish 'to get recognition', 133(67.9 %) published 'to get the appointment/ promotion', 106(54.1%) respondents 'to become popular in the subject', and 103(52.6%) respondents to get research fellowships.

Table 7: Reasons for Publications

Activities	Respondents	Percentage
As part of the Research work	179	91.3%
To get research fellowships	103	52.6%
To get recognition	135	68.9%
To get the appointment/promotion	133	67.9%
To become popular in the subject	106	54.1%

Awareness and usage of different Anti-Plagiarism Software

Table 8 depicts that maximum percentage 173(88.3%) respondents are familiar with Anti-plagiarism software, and only 23(11.7%) are not familiar with anti-plagiarism software. The Table 8 also depicts the use of different anti-plagiarism software. About 161(82.1%) respondents use 'DrillBit',



followed by 105(53.6%) respondents use 'Urkund', 56(28.6%) of respondents use 'Turnitin', 42(21.4%) of respondents use 'Grammarly', 6(3.1%) respondents use 'Plagiarisma', and only 3(1.5%) of respondents use 'iThenticate' and other software.

Table 8: Familiarity and Usage of different Anti-Plagiarism Software

Opinion	Respondents	Percentage
Familiarity of Anti- Plagiarism Software		
Yes	173	88.3%
No	23	11.7%
Use of different Anti-Plagiarism software		
Urkund	105	53.6%
Turnitin	56	28.6%
DrillBit	161	82.1%
Grammarly	42	21.4%
Plagiarisma	6	3.1%
iThenticate	3	1.5%
Others (Dupli Checker, SeeSources, Plagetracker)	3	1.5%

Sources of Awareness of Plagiarism

Table 9 shows that 138 (70.4%) respondents expressed 'PG/Ph.D. guidelines/ notifications' as the main source to get information about plagiarism, 135(68.9%) respondents mentioned 'Library staff demonstration about Plagiarism', while 47(24%) respondents stated 'Friends/Colleagues', 26(13.3%) respondents stated 'Research Guide/ Supervisor', 14 (7.1%) of them mentioned 'University administrative authorities' and only 6 (3.1%) of them revealed 'Internet' as the basis to be alert of Plagiarism.

Table 9: Sources of awareness about Plagiarism

Sources	Respondents	Percentage
University Administrative Authorities	14	7.1%
Library Staff Demonstration about Plagiarism	135	68.9%
Research Guide/Supervisor	26	13.3%
PG/Ph.D. Guidelines/ Notifications	138	70.4%
Friends/Colleagues	47	24%
Internet	6	3.1%

Places of Plagiarism detection software access

From the Table 10 observed that 182 (92.9%) respondents access plagiarism software from 'Library', 7(3.6%) access plagiarism software from 'Other locations', 6 (3.1%) access plagiarism software from 'Hostel', only 2 (1%) access plagiarism software from 'Computer lab'. It is clearly shows that the library is the key accessible gateway to plagiarism software.

Table 10: Places to access Plagiarism software

Places	Respondents	Percentage
Library	182	92.9%
Department	5	2.6%
Computer lab	2	1%
Hostel	6	3.1%
Other locations	7	3.6%
Total	196	100.0%

Purpose of Use of Anti-Plagiarism Software

Table 11 depicts that 171(87.2%) of respondents use 'to improve the quality of publications/research papers', followed by 154(78.6%) of respondents 'to reduce the percentage of similar content', about 151(77%) use 'it's compulsory to get the thesis/articles verified before their

submission', 134(68.4%) respondents 'to overcome plagiarism', 132(67.3%) respondents 'to identify the original authors and sources', and 125(63.8%) of respondents use it because 'to find new areas of research'.

Table 11: Purpose of Use of Anti-plagiarism Software

Reasons	Respondents	Percentage
To improve the quality of publications/ research papers	171	87.2%
It's compulsory to get the thesis/articles verified before their submission	151	77%
To reduce the percentage of similar content	154	78.6%
To overcome plagiarism	134	68.4%
To identify the original authors and sources	132	67.3%
To find new areas of research	125	63.8%

The key issues which lead to plagiarism while presenting/writing a research paper/thesis

The Table 12 indicates that highest number of respondents 166 (84.7%) are facing the problem that 'Lack of writing skills', followed by 100(51%) with 'Lack of time' as the main problem, 72 (36.7%) respondents facing the 'Lack of language skills', 51 (26%) respondents facing the 'Lack of motivation', and 5(2.6%) respondents are facing the problem that 'Lack of interest on study/topic' and also 'Due to laziness'.

Table-12: The key issues which lead to plagiarism while presenting/writing a research paper/thesis

Reasons	Respondents	Percentage
Lack of language skills	72	36.7%
Lack of interest on study/topic	5	2.6%
Lack of motivation	51	26%
Lack of writing skills	166	84.7%
Lack of time	100	51%
Due to laziness	5	2.6%

Awareness and Types of Consequences of Plagiarism

Table 13 revealed that 168(85.7%) respondents expressed yes and 28 (14.3%) respondents expressed no about being aware of the consequences of plagiarism. Table 13 also found that about 178(90.8%) of respondents expressed plagiarism as 'damages the reputation of the authors', 155(79.1%) of respondents expressed as it 'Damaging the brand name of the institution', and only 19 (9.7%) of respondents expressed as a 'budget allocation gets reduced'.

Table 13: Awareness and Types of Consequence of Plagiarism

Repercussion	Respondents	Percentage
Awareness of Consequences of Plagiarism		
Yes	168	85.7%
No	28	14.3%
Types of Consequences of Plagiarism		
Damaging the reputation of the authors	178	90.8%
Damaging the brand name of the institution	155	79.1%
Budget allocation gets reduced	19	9.7%

Anti-Plagiarism software helps to enhance writing skills

Table 14 shows the Anti-Plagiarism software helps to enhance writing skills. It depicts that a greater number of the respondents scoring 151 (77%) find Anti-Plagiarism software helps to enhance writing skills 'Very much', followed by 26 (13.3%) of respondents say 'Somewhat', 11 (5.6%) of respondents say 'Undecided', 7 (3.6%) of respondents say 'Not really' and only 01 (0.5%) of respondents said 'Not at all'.

Table 14: Anti-Plagiarism software helps to enhance writing skills

Reasons	Respondents	Percentage
Very much	151	77%
Somewhat	26	13.3%
Undecided	11	5.6%
Not really	7	3.6%
Not at all	1	0.5%
Total	196	100.0%

Need for the Awareness Program

Table 15 indicates that most 195 (99.5%) respondents have said positive opinions about having user awareness programs i.e., workshops, seminars, orientation programmes, and special training for the effective use of Plagiarism and only 1 (0.5%) respondent have not shown interest. It can be suggested that all of the respondents are in need of orientation programs.

Table 15: Need for the User Awareness program

Opinion	Respondents	Percentage
Yes	195	99.5%
No	1	0.5%
Total	196	100.0%



7. Major Findings

1. It is found that115(58.7%) respondents are female and 81 (41.3%) are male respondents.
2. Highest, 173(88.3%) familiar with reference styles and also revealed that 141(72.3%) of respondents use the 'APA' referencing style, followed by 130(66.7%) of respondents use 'Chicago'.
3. Maximum respondents 179 (91.3%) publish because 'as part of the research work', while 135(68.9%) respondents publish 'to get recognition',
4. It is identified from the study that the highest 173(88.3%) of respondents' knowledge of 'Anti-plagiarism software' and also expressed that most of the respondents i.e., 161(82.1%) use 'DrillBit' Anti-plagiarism software, followed by 105(53.6%) respondents use 'Urkund' Anti-plagiarism software.
5. Most of the respondents 182 (92.9%) access plagiarism software from 'Library'. It is indicated that the library is the main accessible gateway to plagiarism software by the respondents.
6. Majority of 171(87.2%) respondents expressed that using plagiarism software 'improves the quality of research articles/papers.
7. The study showed that the Highest 166 (84.7%) respondents are facing the problem of a Lack of writing skills and followed by 100(51%) with a Lack of time.
8. Large number of the respondents i.e., 151 (77%) expressed that Anti-Plagiarism software helps to enhance writing skills 'Very much', followed by 26 (13.3%) of respondents saying 'Somewhat'.

8. Suggestions and Conclusion

Based on the findings of this study, the following are a few suggestions given.

- The supervisors/guide should cross check the thesis in case of doubt/ ignorant.

- The Universities/institutes should conduct workshops/seminars on issues related to plagiarism and anti-plagiarism software regularly.

Conclusion

Plagiarism is a piece of research misbehavior it includes the stealing the of intellectual property of somebody else; its incidence in academic research-related issues is the most important problems in the era of ICT and also the digital revolution. The current study found that the maximum of the respondents is conscious of plagiarism and its repercussions. But respondents expressed that a dearth of writing skills, language skills and some other causes led them to involve in plagiarism. In this connection, the study suggested that concerned authorities should conduct workshops/ seminars/conferences on topics related to citations/references and plagiarism/anti-plagiarism software from time to time. It supports increasing their knowledge of plagiarism and encourages them to continue their research and academic integrity.

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