

CHAPTER II

REVIEW OF LITERATURE

2.1 Introduction

The most important aspect in any field of research is the review of the literature. It provides an in-depth overview of earlier research on a particular topic. It provides a theoretical framework for the research and helps the researcher identify the best strategy for doing something. The information gained from such reviews in terms of the sources provides crucial orientation for the correct definition of the problem, the choice of approaches, the presentation of results and their interpretation of findings which enhances better understanding of the researcher.

2.2 Sources for Review of Literature

The literature was retrieved from various e-journals, books, printed journals, and various information sources etc. The literature covers--the Shodhganga database, the LISA (Library and Information Science Abstract) database and other sources

- Shodhganga database
- LISA (Library and Information Science Abstract) database
- EBSCO's Library, Information Science & Technology Abstracts (LISTA) online, 1970-2015
- N-List E-resources
- Jstore

Efforts have been made to recognise the pertinent literature on the issue by examining, scanning, perusing and reading the original documents and abstracting sources. Right notes were taken, and the pertinent information was taken from the abstracts to prepare the review, wherever the first reports were not available.

2.3. Method of Review

In terms of the current topic, there is a substantial amount of literature on awareness of plagiarism, including its ethical, legal, and psychological difficulties. The reviews were divided into 5 categories:

- Studies on awareness about plagiarism and Academic integrity,

- Students' attitude towards plagiarism,
- Teachers' attitude and perception towards plagiarism,
- Studies on plagiarism detection tools and policies, and
- Studies on librarians' role in combating plagiarism

The researcher scanned 40 reviews and organised them in a chronological order.

2.3.1 Studies on awareness about Plagiarism and Academic integrity:

Brown & Janssen, (2017) states that despite the rising awareness of plagiarism, cheating, and academic integrity, there is an absence of useful guidance or approaches for discussing these subjects with students in the literature. In their study, present a case study pertaining to an intervention created to support students in abstaining from plagiarism and promoting academic integrity within student body.

Cabral-Cardoso, (2004) In addition to discussing the limitations of the prevalent self-regulation and self-monitoring practices in higher education, the paper addresses the strategies available to increase ethical awareness and prevent academic misconduct. It also looks at how faculty ethical standards and ethics instruction affect students' behaviour and comes to the conclusion that ethical instruction is only effective when the values it teaches align with the instructors' own daily behaviour.

Hussain & Ismail, (2013) states Plagiarism is a term that academics avoid using since it is a euphemism for "academic theft," "academic dishonesty," and "academic misconduct in academia." This essay addresses plagiarism by defining plagiarism, identifying those who engage in plagiarism—whether intentionally or unintentionally—discussing the causes of plagiarism, the consequences of plagiarism for those who engage in it, and providing recommendations for minimising, if not completely eliminating, plagiarism.

Idiegbeyan-ose et al., (2008) discusses the accomplishment of educational goals has recently been hampered by a lack of academic integrity, particularly in postsecondary institutions. Plagiarism is arguably one of the most common fraudulent practices among researchers, academics, and students in the modern world. This essay explores the definition, characteristics, and nuances of plagiarism. It highlights the terrible consequences that plagiarism has on people, academic institutions, and society at large. The study makes the case that libraries can effectively reduce plagiarism because of their innate and assigned roles. Among the responsibilities are raising awareness, imparting citation and reference

techniques, and running information literacy initiatives. More suggestions for addressing the threat of plagiarism are included in the paper's conclusion.

Khan et al., (2021) evaluated that for institutions of higher learning and research organisations, upholding high standards for academic integrity is a significant problem. The purpose of their research is to investigate the awareness of plagiarism and assess the efficacy of the library literacy (IL) training in preventing plagiarism. The results showed that although resident Doctors understood the idea of plagiarism, there were variations in how they defined it. Nevertheless, they believed that plagiarism was an unlawful act and were in support of the enactment of anti-plagiarism policies. The respondents' understanding of specific anti-plagiarism regulations, plagiarism fines, and citation styles, however, was lacking.

Leicester & Coleman, (2022) analysed that Academic institutions must uphold high academic standards by utilizing a variety of ethical codes and regulations in order to prevent plagiarism. In academic settings, plagiarism may not always be deliberate and may result from ignorance of the problem. We provide a case study of Alliance University's approach to this problem.

Lofstrom et al., (2014) have investigated how academics in Finland and New Zealand saw their role in advancing academic integrity. They employed the Q methodology to identify common perspective configurations that can aid in our comprehension of the underlying assumptions that underpin academics' approaches to the duties and responsibilities related to teaching academic integrity. In addition to responding to some pertinent interview questions, the 56 academics in our sample were asked to rank 42 statements that presented a wide range of viewpoints on academic integrity and its instruction.

Vassileva & Chankova, (2019) contributing details the findings of a questionnaire study conducted as part of a larger joint Bulgarian-German research project on plagiarism in academia, and it looks into attitudes towards plagiarism in academia. The questionnaire was designed to find out how broad academics in Bulgaria interpret plagiarism, as well as whether or not Bulgarian universities have systems in place to discourage academics who violate the rules and/or punish those who do.

Sajalawe & Anbar, (2017) carries out a literature review about Academic misconduct, including plagiarism and cheating, is a serious problem in higher education. In order to learn more about Saudi students' opinions and views regarding plagiarism tools, they conducted

two surveys in this study: one for Saudi universities and another for Saudi students attending various Saudi universities.

Zimba & Gasparyan, (2021) Plagiarism is an ethical transgression that degrades academic publications' calibre, readability, and credibility. Avoiding improper writing practices requires raising researcher awareness of word, idea, and graphic plagiarism. International editorial associations have made their views about how to remove redundant, stolen, and misleading information from literature public. It is advisable to review relevant documents in order to update author instructions and alert plagiarists to the consequences of their unethical behavior, both academically and otherwise. Most instances of redundant and "copy-and-paste" writing are thought to be caused by a combination of poor academic English skills and a lack of creative thinking. Software for detecting plagiarism mainly depends on text similarity reports. However, in order to identify improper referencing, copyright infringements, and poor English writing, manual checks are necessary.

2.3.2 Studies on Students' attitude towards plagiarism:

Jackson, (2006) discusses the uses of Plagiarism, Crime of Intellectual Kidnapping, an interactive online tutorial, to gauge undergraduate students' comprehension of plagiarism. The process of creating this information literacy resource and incorporating it into the curriculum is described in detail by the author of the instructional design process.

Culwin & Lancaster, (2001) states that Academic institutions are facing an ever-growing problem with student plagiarism. An increasing amount of students are using content from the Internet into their assignments without giving due credit to the original author. This essay assesses the need for widely used plagiarism detection tools and looks at the web-based detection services that are currently offered. Four services are reviewed: plagiarism.org, and copycatch.com for free-text submissions; and the Measure of Software Similarity (MOSS) service for program source code. We also assess the free-download Essay Verification Engine (EVE) tool for free-text Web plagiarism detection. According to the paper, all five of these could be very helpful tools for educational institutions working to implement proactive anti-plagiarism policies. The final section of the paper examines the authors' ongoing efforts to prevent plagiarism.

Madray, (2005) A number of factors, including the Internet, have been identified as contributing to the rise in plagiarism, according to pertinent books, articles, workshops, conferences, and other media. A significant portion of this discussion centers on the amount

of accidental plagiarism and possible solutions. This study looks at how well students comprehend plagiarism in relation to their capacity to produce research papers.

Mbutho & Hutchings, (2021) examines the literature on plagiarism and related ideas from the viewpoints of undergraduate and graduate students in a worldwide setting. The following themes are explored in relation to these perspectives: The degree to which students grasp plagiarism and its associated literacy practices, such as referencing, the factors that lead students to purposefully or accidentally plagiarise, their perceptions of the gravity of plagiarism, and their opinions on how to stop it. Our belief is that by gaining a more profound comprehension of students' viewpoints regarding plagiarism, we may begin to formulate a comprehensive approach to address plagiarism in higher education.

McGowan, (2015) Increased vigilance and disciplinary procedures are provided by university plagiarism policies, which are designed to ensure academic integrity. Guidelines for teaching staff to guarantee that students are properly informed about plagiarism and its repercussions, as well as about how to cite sources using the specific referencing system in use, are also included in many policies. But academic advising experience has shown that this kind of information is not enough for students who unintentionally slip into plagiarism for a variety of reasons. For overseas students for whom English is a second or additional language, this is especially the case.

Rodhiya et al., (2021) studied all graduate students enrolled in language study programs in the second semester from the English Language Teaching, Indonesian Language Teaching, Arabic Language Teaching, and departments made up the target population. Using random sampling, 86 students were selected to serve as the sample. The instruments used in this study were the questionnaire and the interview. The three sections of the questionnaire were behavioral, emotional, and cognitive. Academic dishonesty, such as plagiarism, is a major problem that the educational system must deal with. Higher education students will encounter a variety of academic writing styles, which can be challenging to handle. Students must also locate relevant material to bolster the theories and arguments they present in their academic writing. The purpose of this study is to ascertain graduate language students' opinions regarding academic writing plagiarism.

Scanlon, (2003) on his paper discusses that college instructors are concerned about the perception that Internet plagiarism by university students is increasing, which has prompted them to implement electronic plagiarism checkers among other solutions. There is still reason

for concern even though some recent research indicates that estimates of online plagiarism may be inflated. This article examines the quantitative research on student plagiarism conducted over the previous 40 years and the generally mediocre response from academia. It also makes the case that academics should behave more like teachers than like investigators and provides tactics for dealing with cyber-plagiarism.

Somi & De Jager, (2013) states that due to the availability of information in various formats, primarily electronic, due to advancements in technology, students nowadays encounter numerous challenges when trying to locate information. Students must be information literate in order to access and use this material appropriately. Libraries today have a responsibility to provide students with the information literacy abilities necessary to tackle the obstacles created by the information era. This essay presents the findings of a study on how the University of Fort Hare Library helps students become more information literate. A survey was administered to undergraduate and graduate students, and 246 responses in total were analyzed.

2.3.3 Studies on Teachers' attitude and perception towards plagiarism:

Chien, (2014) in this study shows that English teachers maintain a cultural perspective on plagiarism by emphasizing to their students the value of academic norms in the target communities. They also take a developmental approach to plagiarism by instructing students on how to properly cite sources. Since these students frequently lack knowledge about proper citation, it is understandable that teachers choose to assign homework rather than expel students for plagiarizing.

Romanowski, (2021) studied Plagiarism from the Pre service teachers' perspective in the Middle East. Pre service teachers need to be aware of plagiarism since they will be the future guardians of academic integrity. 128 female Pre service teachers at one Gulf Cooperation Council (GCC) university participated in this study's survey. Pre service teachers are questioned on their perceptions about academic plagiarism, its causes, and how they would react in certain situations.

Sorea et al., (2021) Given the COVID-19 pandemic, online educations have become even more crucial. The stakes of a sustainable response to the problems posed by widespread Internet access, the use of prefabricated solutions to fulfil didactic assignments, and students' insatiable appetite for plagiarism have inevitably increased. These difficulties can be effectively addressed by implementing a process called SAP conversion, which aims to

constructively transform students' inclination for plagiarism into an aptitude for critically analyzing pertinent online resources. Five categories comprise the solutions put forth by the specialized literature on the subject of plagiarism: more engaged teachers, better-trained students, and the use of anti-plagiarism software, explicit anti-plagiarism policies, and ethical education for young people.

2.3.4 Studies on plagiarism detection tools and policies:

Abirami & Kavitha, (2019) in their study evaluate the research scholars at Periyar University's awareness of plagiarism detection tools. The questionnaire method was used to collect the data used in the study. In all, 102 university scholars who were randomly selected as respondents took part in the study. Primary data were obtained via a self-reported questionnaire. The results showed that the university scholars had little knowledge about plagiarism. Furthermore, the study revealed that a number of participants lacked knowledge about plagiarism. The study looks for awareness of the different kinds of plagiarism, awareness of open and commercial tools, awareness of techniques to prevent plagiarism, and awareness of plagiarism in general.

Chauhan, (2018) Plagiarism problems are spreading more quickly all over the world. Plagiarism and associated problems also affect India. Numerous academics and Scholars have raised concerns regarding the quickly increasing number of plagiarism cases. The average growth of publications on plagiarism by Indian authors, the level of author collaboration, and the most influential sources for publishing on plagiarism were all analyzed in this study.

Gupta, (2016) discusses that the rapid advancement of technology has simplified things to obtain information through a number of channels, which has made plagiarism more common. Plagiarism aggravates people in today's technologically advanced world and is a major concern in research, academia, and many other fields. There is an urgent need for effective software systems to detect intellectual theft in order to stop it and maintain academic integrity. Extrinsic text plagiarism detection is a rapidly developing research area in this field, and it is the focus of the study on plagiarism conducted in this paper. The state of the art is reviewed in relation to the various extrinsic detection techniques and methodologies.

Kulkarni, (n.d.) said globally there is a high level of usage of internet technology, which is driving up data availability. The ready availability of data attracts a small number of people who steal it and use it for their own purposes. Plagiarism is mostly observed in the higher education sector, where instructors and students take existing information and use it for their

own purposes. Detecting plagiarism at different levels is crucial to preventing data theft and preserving the uniqueness of the information source. The research has been underway for many years in order to accomplish this. Numerous methods and instruments have been created over time to identify plagiarism at different degrees.

Lancaster, (2003) thought that the number of students engaging in student plagiarism—the practice of using someone else's words or ideas for one's own academic credit without giving proper credit—is rising. This has drawn more media attention recently and is concerning because it diminishes the honors bestowed by academic institutions. This thesis outlines a method for locating similarity in a corpus of documents and having a tutor confirm it to determine whether or not it is plagiarism. There are two established prerequisites for the procedure. First, it should accurately identify the documents that are the most similar. This is an indication of its effectiveness. The second is that it should be effective in terms of workload for tutors as well as computation.

Mostofa et al., (2021) examines researchers' awareness of plagiarism and how plagiarism detection systems affect their efforts to avoid plagiarism. A survey questionnaire was given to scholars at a large public university in Bangladesh Researchers and accumulated 184 valid responses. It is seen that generally have a high level of awareness regarding plagiarism and the impact of plagiarism detection software. The results show that while over half of the researchers said they employed the software to evaluate their work, nearly three-quarters of the researchers were aware of the existence of the anti-plagiarism tool.

Mcgowan, (n.d.) The discussion about effective deterrents in the face of mounting plagiarism evidence has heated up in Australia, the UK, and the USA due to the ease with which plagiarism can now be detected online. A lot of colleges are updating their policies regarding plagiarism, and some conferences are dedicating their entire theme to the topic of academic integrity. Academic values and integrity policies and conference discussions have centered on providing better information about citation and attribution rules, along with systematic vigilance and disciplinary procedures. The literature has also grown more and more adamant that knowledge of citation and attribution guidelines must be combined with a suitable apprenticeship into the norms and vocabulary of academic writing.

Neill & Shanmuganthan, (2004) states it is hard to imagine academic research without the Internet or the World Wide Web, or to imagine how we could ever live without it again. These technologies have completely changed how people share and search for information.

The amazing power of this resource is where the problem lies. The adages "Power corrupts and absolute power corrupts absolutely" and "With great power comes great responsibility" have never been more accurate. With that introduction, we could have been discussing anything from cyber-retail to hacking and virus distribution, but it turns out that we are discussing academic dishonesty. Specifically, we are discussing plagiarism, which is the act of representing someone else's work as your own.

Pathak & Malakar, (2016) discusses the use of anti-plagiarism software and how it affects projects for research. The article aims to conduct a thorough analysis of its application in the Northeast, with a particular emphasis on Gauhati University. The study shows how the University of Gauhati and the Central University of Tezpur have made extensive use of Urkund in comparison to other universities in the NE Region, where it is still in its early stages. Crucially, survey demonstrates that nearly 85% of research scholars at Gauhati University have found great benefits from using Urkund to enhance their research.

Saha, (2017) says in India, plagiarism in scientific research has recently come up for debate and concern. More often than not, ethical considerations have dominated the core level of discussion rather than the pertinent national laws, like the Copyright Act. Ethics can mean different things to different people, so questions about the relative validity of opposing viewpoints will never truly be settled. Punitive measures that are only motivated by ethics might not be popular with everyone and might be challenging to carry out without legal backing. Theft of another person's intellectual property is known as plagiarism, and it is wrong both morally and legally. It may also result in financial disadvantage for the original author.

Zaher, (2012) states plagiarism is a growing problem that is generally defined in the literature as "literary theft" and "academic dishonesty." In order to prevent the problem and uphold ethical standards, one must be well-informed on this subject. This paper offers a survey on plagiarism detection systems along with an overview of various plagiarism types, methods, and algorithms. Described are common features of deferent detection systems. The authors conclude this paper with a web-enabled plagiarism detection system that can be used in e-learning, e-journals, and e-business to identify plagiarism in documents, code, and images.

2.3.5 Studies on librarians' role in combating plagiarism:

Aver and krupar The proliferation of full-text databases, online publications, and paper mills has led to an exponential increase in plagiarism in academic settings. Ignorance, a lack of

interest in one's own education, situational ethics, and a lack of uniformity in styles across and within disciplines are all potential influences on students' actions and attitudes regarding plagiarism. Librarians have a special opportunity to work with faculty to re-evaluate assignments and lessons, inform them about online paper mills, and provide helpful Internet search techniques in order to help prevent and identify plagiarism.

Bartlett & Casselden, (2011) in their study explores academic librarians' perspectives on Internet plagiarism among UK higher education students, looking at how they define the term, how they see their role in addressing it, and the tools and strategies they currently use or plan to use to do so. Though opinions on the role of librarians and academics differed, all respondents considered the possibility of active collaboration between librarians and academics to jointly fight Internet plagiarism as crucial.

Burke,(2005) examine plagiarism from the perspective of a librarian and describe the robust assistance provided to academic staff members who have plagiarism issues .There is a direct correlation between the rise in student plagiarism on college campuses and the amount of publications in scholarly journals that offer differing perspectives on the subject.

Culpepper, (2008) carries out a literature review about librarians frequently incorporate lessons on how to use the library and the Internet to your fullest potential into their lectures on preventing plagiarism, social work instructors can learn a great deal from them. In addition to modeling multidisciplinary cooperation for social work students and providing a solid example for teaching about plagiarism prevention, collaboration between library professionals and social work instructors makes sense. Students studying social work will find this content more applicable when it is connected to the Code of Ethics and teaching on preventing plagiarism.

Mansoor et al., (2022) investigated the reasons behind academics' unethical use of literature and the factors that deterrents plagiarism in the Universities of Pakistan. The study involved nine university library chiefs in Pakistan who were utilising Turnitin, an anti-plagiarism software in their universities and formally provides "similarity index certification" for PhD and MPhil research projects. The findings shows that he main causes of unethical research practices among graduate students were conceptual ignorance about plagiarism, a lack of information literacy, Socio-cultural variables, and poor policies. Attendees expressed confidence that the university library could play a more advantageous role in preventing plagiarism by offering researchers anti-plagiarism tools and advice.

Michalak et al., (2018) discovered a discrepancy in the definition and instruction of plagiarism by academic staff. This work added to the literature in this area because the researchers could not find any other studies of library-led surveys trying to determine faculty perceptions of student plagiarism. Additionally, this study looked at the efforts made by faculty members to discourage plagiarism, both directly and through the use of library resources for information literacy.

Ard & Ard, (2018) states Academic misconduct, including plagiarism, has increased recently at the University of South Alabama, as it has at many other educational institutions. Faculty members from all disciplines participated in a survey that was done by the University's Writing Centre and Library in an effort to better understand and address this problem. The purpose of the survey is to gather opinions from full-time and part-time instructors regarding the Library and Writing Center's contributions to teaching information literacy and combating plagiarism. A few recommendations are made for the course's future development.

2.4. Conclusion

The literature analysis of all the papers examined in this chapter provides an overview of the work done in the field of Plagiarism over the last several years. The study suggests that plagiarism has long been a problem in universities and has grown to be a significant concern, but its potential has not yet been completely realised. From the review of literature, it could be inferred that though a large number of studies have been conducted on awareness of Plagiarism and Academic integrity worldwide but only a few studies have been found only in Assam region. However, evaluation studies show that there are still some areas where there is a lack of understanding about plagiarism, which has become the reason that reckless Plagiarism in learning environment.

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