



Research article

Perception of plagiarism factors among students from the health careers training institute

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ABSTRACT

Plagiarism is an act that negatively affects the quality of students training and the professional skills development. The aim of this study is to examine the perception of plagiarism factors among students from the health careers training institute. To carry out this quantitative study, seventy students were recruited. To collect the data, we used a questionnaire that included participants' socio-demographic characteristics and plagiarism factors. The results highlighted factors attributed to the students, factors relating to the teacher and factors relating to the training institution. Thus, the inability to manage time was raised by 61.3% of participants, ignorance of the rules for citing references (57%), easy access to information (46.8%), lack of awareness (51.6%), insufficient training (52%) and lack of disciplinary measures (76%). Minimizing plagiarism as much as possible requires the involvement of all actors in the teaching-learning process. An approach based on prevention, detection and sanction is proposed. Penalty should only be applied as a last resort, and need be accompanied by an in-depth analysis of the causes of plagiarism.

Keywords: Plagiarism, Health careers training institute, Students.

INTRODUCTION

Plagiarism is a global phenomenon that affects the education field ^[1,2]. It is defined as intellectual fraud with an illegal temptation to appropriate another knowledge, ideas, or discoveries ^[3]. This phenomenon affects negatively students' training especially professional competence development ^[4] which could influence the training institutions' image.

Various plagiarism types have been raised. According to intention, we can identify the accidental or unintentional plagiarism and deliberate or intentional plagiarism.

Depending to the nature of the plagiarized production, we distinguish between ideas plagiarism which is difficult to detect, and plagiarism of text. Other types have also been mentioned, self-plagiarism, collusion, patch writing, direct plagiarism, mosaic plagiarism and paraphrasing without citation ^[5].

According to the study conducted by Kameran (2018) among medical and nursing students, 54.3% of students have practiced plagiarism. According to various studies, plagiarism among nursing students ranges from 47% to 60%. In other contexts, just 9% of students have never plagiarized, almost all first-year students declared that they had used information without mentioning the source ^[8] and works similarity among students after a plagiarism detector analysis is 57 à 95 % ^[6].

The reasons of plagiarism are social, technological, facilitated by the educational institution context or just related to the students' characteristics ^[7]. According to study of Mohammed et al. (2015) reasons for plagiarism include disbelief, poor time management, writing under stress, immature writing skills, intention, academic constraints to publish research (the "publish or perish" rule) ^[8]. Other authors

categorize the plagiarism reasons into personal factors, environmental factors and behavioral factors. Personal or cognitive factors may include, set objectives, self-efficacy and required knowledge. Environment or social influences include, instruction models feedback family and friend physical surroundings. Behavior or achievement outcomes such motivation goal progress learning skills practice. Also in study by Goodwin and McCarthy (2020) it was mentioned, that information and communication technologies, the social factors including living within the digital age, daily Internet contact and the integration of the Internet into the academic environment, ease of copying and ease of access to information [9].

Also students reported easiness to access to information and laziness, confusion about what constitutes plagiarism, and time pressure to deliver learning. 34.8% were unaware of plagiarism and 28% were conscious of the possible responsibility consequences in terms of plagiarism [10]. In the same way, other factors were also raised namely, lack of knowledge, writing difficulties, constraints to publishing work. According to Elshafei and Jahangir (2020), approximately 40% use plagiarism quite frequently as a last resort. 56.9% of students agree to have laws against plagiarism, 32.5% said that academic dishonesty is acceptable. 62.7% report having no knowledge of plagiarism penalties [11].

In addition, a study conducted by Aboufirass et al. (2006) has raised the following factors, Easy access to information, imitation of plagiarists, non-control of plagiarism by professors, lack of student motivation, and lack of awareness of plagiarism among students by teachers. In addition, students resort to plagiarism due to ignorance of source citation standards [15]. The same, author states that plagiarism can become a habit among students after being tolerated in their previous course of study. Lack of confidence [16]. Finally, new technologies and the internet contribute greatly to plagiarism [14,16,17].

Conscient of the harmful plagiarism consequences, the actors of the educational system have implemented some actions to control this phenomenon. Indeed, several universities have instituted awareness and prevention strategies as well as measures to detect and penalize

plagiarists [12]. Because plagiarism is a serious threat that undercuts research, student plagiarism prevention is an important issue to fight against this problem in educational institutions. Plagiarism detection software and teaching strategies could be effective means to prevent plagiarism [13].

The purpose of this study is to describe the plagiarism factors among students from Health Careers Training Institute.

MATERIALS AND METHODS

Initially, a convenience sample of seventy students was selected. This, was followed by stratified random sampling. Indeed, this study was conducted among students from different specialties of health careers training institute as student nurses, midwifery and technical option. These specialties were considered as strata. Thus, the participants were recruited with percent proportional for each strata.

The questionnaire used to collect data contains two parts, the student socio-demographic characteristics and the plagiarism factors. These are categorized into student, teacher and institutional factors taking into account the factors raised in previous studies.

RESULTS AND DISCUSSION

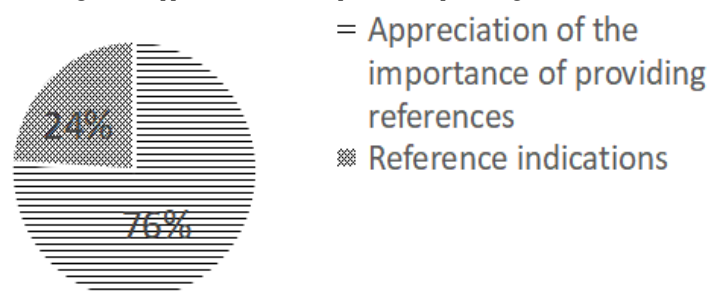
Study population characteristics

77% of participants are aged between 21 and 25 years and 23% are over 25 years. 66% are female and 34% are male.

Appreciation of the providing references importance

The Figure 1 indicates that almost all students are aware of the importance of referencing. Nevertheless, a minority report mentioning them regularly

Figure 1. Appreciation of the importance of providing references



Factors related to Students

Figure 2: Plagiarism factors related to Students

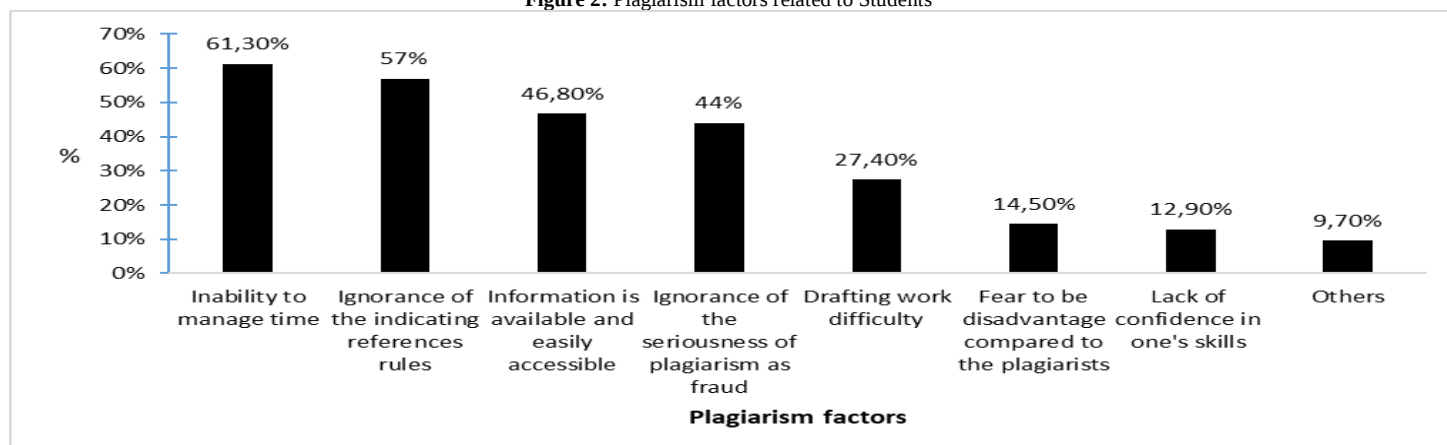
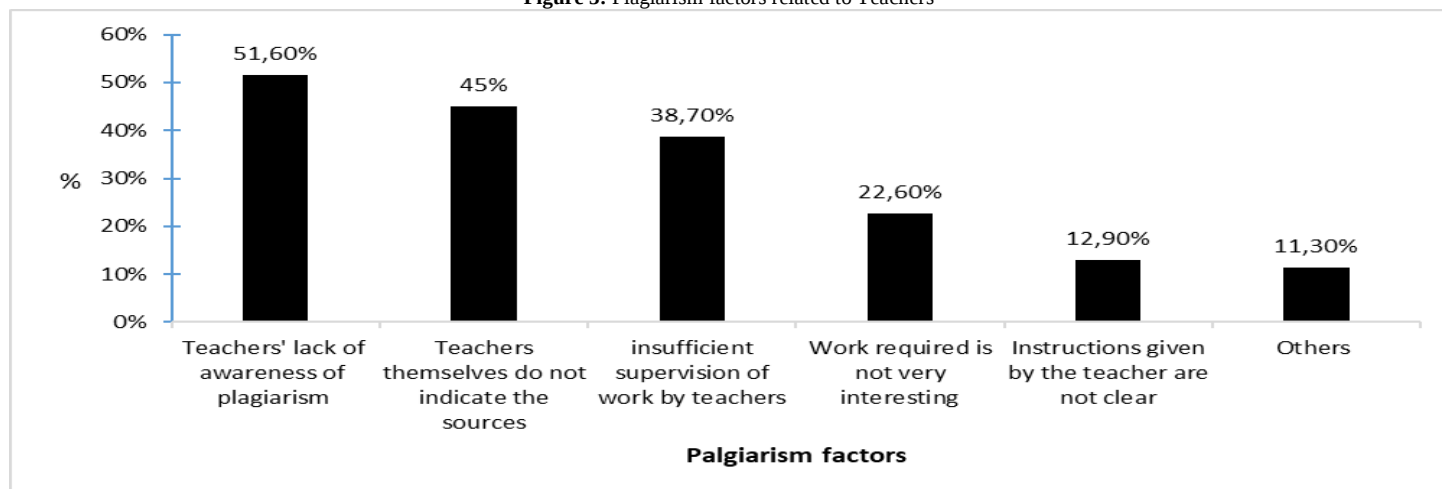


Figure 2 shows that the inability to manage time and ignorance of referencing rules are factors mentioned by over half the participants. Also, almost half of respondents (46.8%) indicated that information was available and accessible. Ignorance of the seriousness of plagiarism as fraud was reported by only 44% of students. As for, the difficulty to draft

work, the fear to be disadvantage compared to the plagiarists, and the lack of confidence in one's competence are raised respectively by 27.4%, 14.5%, and 12.9% of the respondents. The habit to don't cite references was reported by 9.7% .

Factors related Teacher

Figure 3: Plagiarism factors related to Teachers



The Figure 3 shows that more than half of students stated that they were not made aware of the plagiarism by teachers. The lack of reference citations by teachers was reported by 45% of participants, insufficient supervision of work by teachers was raised by 38.7% of participants, the fact that the work requested by teachers is not interesting

for students was noted by 22.6%, unclear work instructions were identified by 12, 9% students. Other factors were also mentioned, such as the similarity of the work requested to that of previous years (11.3%)

Factors related to the institution

Figure 4: Plagiarism Factors related to the institution

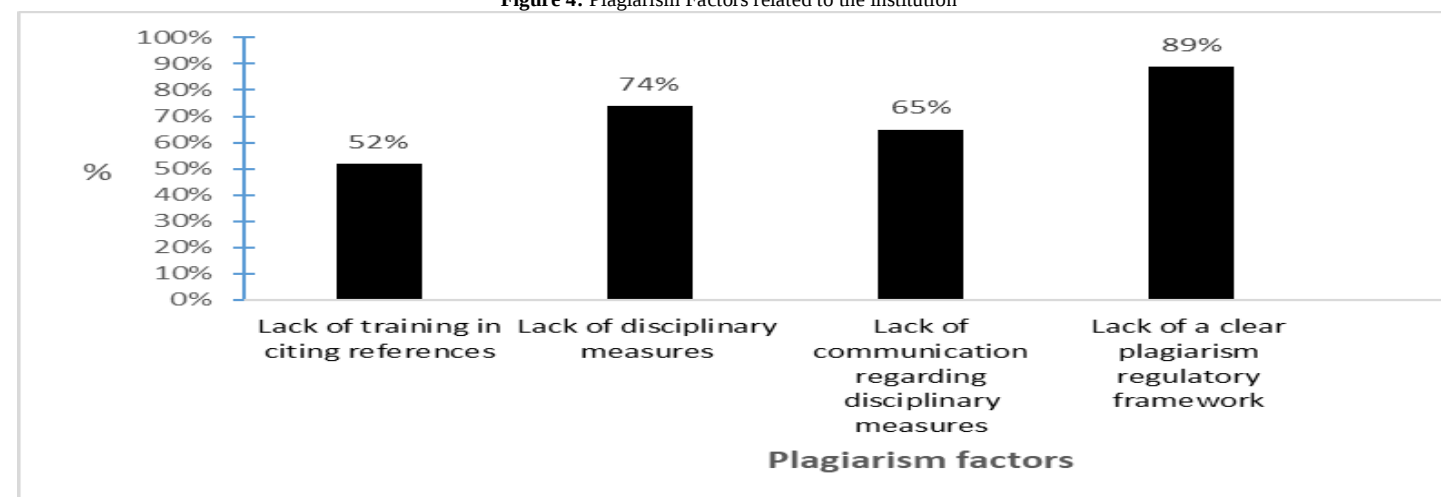


Figure 4 indicates that the insufficient training of students in citing references, the need for disciplinary action against plagiarists, the absence of communication of disciplinary measures and the lack of an institutional regulatory framework for plagiarism was reported by more than half of the participants

Students suggestions for addressing the plagiarism problem

To remedy the plagiarism phenomenon, the students propose a set of actions mainly concerning institution and teachers. These proposals concern raising students' awareness of plagiarism, its consequences, and ways of preventing and punishing it. They also suggest the methods of support, control, and follow-up by teachers. Following some suggestions, make students aware of the norms for

citing references as early as the first year, explain to students the consequences of plagiarism, inform students of disciplinary measures in the event of plagiarism, closely supervise individual and group work, lighten the curriculum to avoid overload and teachers must cite references and set an example for students in the fight against plagiarism.

The results indicate that the majority of students are aware of the importance of indicating references. However, minority declares to quote the references regularly. Students report various plagiarism factors. The inability to manage time was mentioned by 61.3% of participants, which reminds the result reported by Giezendanner (2007) [14]. 57% students reported the ignorance the citation references rules.

This reaffirms Perrault's idea and Ismal results. Also, the concern that plagiarism is a fraud was raised by 44% students. This percentage is lower than found by the Center for Academic Integrity study which found that 77% of students were unaware that failing to cite sources is a serious and reprehensible act ^[15].

According to 46.8% of the participants, the information availability and accessibility encourages plagiarism, which recalls the idea of Perreault (2009) ^[16]. Students' lack of confidence in their skills was reported by 12.9% of students. This confirms the point made the assignments writing difficulty was identified as a plagiarism factor by 27.4% of students, which is consistent with Bergadaà (2015) ^[17].

The Ignorance that plagiarism is a real fraud is indicated by 44% of students. This percentage is low compared to the center for Academic Integrity study funding. This found that 77% of students do not believe that plagiarism is a serious and reprehensible act. The inability to manage time was mentioned by 61.3% respondents. This reminds the idea revealed by Giezendanner (2007) ^[18]. Being at a disadvantage compared to plagiarizing students was mentioned by 14.5% of students surveyed. This factor was raised by students in a study conducted by Jeffrey (2012) ^[19]. The plagiarizing habit was reported by 9.7% of the participants, which confirms the claims of Perrault annotations ^[20].

The fact that teachers do not cite references was highlighted as a plagiarism factor by 45% of the students surveyed, which is consistent with Perrault's statement that the student who seeks to imitate the teacher as a model. The lack of work control by teachers was raised by 38.7% of students. This is in agreement with the study results conducted by Aboufirass (2006). The disciplinary measures absence against the plagiarists was mentioned by 74% of the respondents. This result is consistent with the Perreault declaration ^[15] and Kameran study results. These authors argue that students dare more to give themselves to plagiarism in the absence of disciplinary measures. In addition students feel that the penalties for plagiarism are lower than the benefits they receive ^[21].

Recently, and especially with the wave of COVID 19, the world of teaching and learning is facing to the increase in academic malpractice such the plagiarism challenge as a result of online education. Indeed, in an online learning environment, the teacher's supervision of students is indirect, unlike in face-to-face teaching. This situation gives rise to various forms of plagiarism, including contractual cheating, in which students call on a third party to prepare their work, text manipulation such as swapping characters and alphabets, replacing spaces with invisible white text, inserting text images, and students collaborating to produce work normally intended for individual assessment ^[22]. This requires more vigilance than usual on the part of teachers to take the necessary measures to limit acts of misbehavior.

About the solution approach of plagiarism, an integrated approach based on three components is generally adopted, namely prevention, detection and penalty. Prevention involves raising awareness and training students in plagiarism, including the use of software to help write assignments and similarity detection software ^[23]. Similarly, prevention involves raising teachers' awareness of the usefulness of formative assessments and their training. Sanction should be a last resort, followed by a thorough analysis of the plagiarism causes.

CONCLUSION

All the actors involved in the teaching-learning process, including the institute's managers, teachers and students, are called upon to fight against this phenomenon, which is detrimental to the achievement of training objectives, to the image of the institute and to the quality of patient care. To this end, in order to remedy plagiarism, actions of awareness, detection and sanction need to be implemented with an emphasis on prevention.

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