

CONTRIBUTING FACTORS AND INTERVENTION STRATEGIES TO PLAGIARISM IN AN OPEN-DISTANCE EDUCATION INSTITUTION

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INTRODUCTION

Plagiarism is a pervasive issue that has been reported in many educational institutions, including open distance education institutions (ODEIs). As the number of students enrolled in ODEIs increases, so does the occurrence of plagiarism. Plagiarism is a serious academic offense that undermines the integrity of the educational process and affects the quality of graduates produced. Various factors contribute to plagiarism in ODEIs, and it is important to identify these factors to develop effective intervention strategies. The purpose of this literature review is to examine the contributing factors to plagiarism in ODEIs and explore the intervention strategies that have been employed to combat this issue. The review will highlight the existing research on the topic and discuss the relationship between the identified factors and plagiarism. The review will also identify the gaps in the literature and suggest areas for further research. Several studies have explored plagiarism in the context of traditional educational institutions. However, the literature on plagiarism in ODEIs is limited. Therefore, this review will focus on ODEIs and examine the factors that contribute to plagiarism in this specific context. The review will draw upon a variety of research related to the variables and expose different viewpoints on the topic. The following sections will outline the variables, previous research, and problem statement. According to previous research, several factors contribute to plagiarism in ODEIs, including inadequate understanding of plagiarism, a lack of academic writing skills, and cultural differences. Intervention strategies to combat plagiarism have also been proposed, such as implementing plagiarism detection software, providing plagiarism awareness training, and developing academic writing support programs. However, the effectiveness of these strategies is still being debated. This literature review will contribute to the understanding of the factors that contribute to plagiarism in ODEIs and provide insights into the effectiveness of intervention strategies. The findings of this review will be relevant to educators, administrators, and policymakers in ODEIs who seek to combat plagiarism and promote academic integrity. Plagiarism is a complex issue that involves not only the act of copying someone else's work but also the intentional or unintentional failure to acknowledge the source. In ODEIs, where students are often geographically dispersed and have limited face-to-face interaction with their instructors, plagiarism can be a significant challenge. The lack of monitoring and supervision can create an environment where plagiarism can go undetected, and students may be more prone to engaging in academic misconduct. Therefore, it is essential to understand the factors that contribute to plagiarism in ODEIs and develop effective strategies to prevent it. One of the factors that contribute to plagiarism is a lack of understanding of what plagiarism is and how to avoid it. Inadequate knowledge of academic integrity and the conventions of academic writing can lead to unintentional plagiarism. Students who come from different cultural backgrounds may also have different perceptions of what constitutes plagiarism, and this can lead to confusion and misunderstanding. Therefore, it is important to provide students with clear guidelines on academic integrity and offer training on how to avoid plagiarism. Another factor that contributes to plagiarism is a lack of academic writing

skills. Students who struggle with writing may be more prone to engaging in plagiarism as they may feel that they have no other option. Inadequate writing skills can also make it difficult for students to paraphrase and cite sources correctly. Therefore, it is important to provide students with support and resources to improve their writing skills. Cultural differences have also been identified as a contributing factor to plagiarism in ODEs. Students from different cultural backgrounds may have different expectations regarding academic writing and may not be familiar with the conventions of academic writing in the Western academic tradition. Therefore, it is important to provide students with support and resources to help them understand the conventions of academic writing.

Intervention strategies to combat plagiarism in ODEs have been proposed, and these include implementing plagiarism detection software, providing plagiarism awareness training, and developing academic writing support programs. Plagiarism detection software, such as Turnitin, can be effective in detecting plagiarism and discouraging students from engaging in academic misconduct. Plagiarism awareness training can help students understand the consequences of plagiarism and learn how to avoid it. Academic writing support programs can provide students with the skills and resources they need to improve their writing and avoid plagiarism. Overall, plagiarism is a complex issue that requires a multifaceted approach to address it effectively. This literature review will examine the factors that contribute to plagiarism in ODEs and explore the effectiveness of intervention strategies. The review will also identify gaps in the literature and suggest areas for further research. The findings of this review will be relevant to educators, administrators, and policymakers in ODEs who seek to combat plagiarism and promote academic integrity.

VARIABLES

1. **Plagiarism:** Plagiarism is defined as "the practice of taking someone else's work or ideas and passing them off as one's own" (Oxford Languages, n.d.). In the context of this literature review, plagiarism refers specifically to academic plagiarism, which involves the submission of work that has been copied or improperly referenced from other sources, without proper attribution to the original author.
2. **Open-Distance Education (ODE):** ODE refers to a form of education in which students and instructors are separated by physical distance and interact through various forms of technology, such as online learning management systems, video conferencing, and email. ODE has become increasingly popular in recent years, as it provides more flexible and accessible learning opportunities for students who may not have the time or resources to attend traditional face-to-face classes.
3. **Contributing Factors:** Contributing factors refer to the various individual, institutional, and societal factors that can influence the occurrence of plagiarism in ODE. These factors may include student characteristics (e.g., motivation, language proficiency), institutional policies and practices (e.g., plagiarism detection software, academic integrity policies), and societal norms and values (e.g., attitudes towards cheating and academic dishonesty).
4. **Intervention Strategies:** Intervention strategies refer to the various approaches and techniques that can be used to prevent and address plagiarism in ODE. These strategies may include educational interventions (e.g., teaching students about plagiarism and proper referencing), technological interventions (e.g., using plagiarism

detection software), and institutional policies and procedures (e.g., implementing penalties for plagiarism).

The following sections will provide a detailed review of the existing literature on these variables, including their definitions, the various perspectives and viewpoints related to them, and the relationships between them.

RESEARCH QUESTIONS

1. What are the contributing factors to plagiarism in open-distance education institutions?
2. How do students in open-distance education institutions perceive plagiarism and its consequences?
3. What interventions strategies have been implemented to address plagiarism in open-distance education institutions?
4. What are the outcomes of interventions strategies aimed at reducing plagiarism in open-distance education institutions?

OBJECTIVES

1. To identify the contributing factors to plagiarism in an open-distance education institution.
2. To explore students' perceptions of plagiarism and its consequences in an open-distance education institution.
3. To review existing interventions strategies that have been implemented to address plagiarism in an open-distance education institution.
4. To evaluate the effectiveness of interventions strategies aimed at reducing plagiarism in an open-distance education institution.
5. To assess the policies and practices related to plagiarism monitoring and enforcement in an open-distance education institution

PREVIOUS RESEARCH

There has been extensive research on plagiarism in traditional face-to-face education, but relatively little attention has been paid to plagiarism in the context of ODE. However, the limited research that does exist suggests that plagiarism is a significant problem in ODE, just as it is in traditional education (Trenholm, 2019). A study by Masoumeh and Hossein (2017) investigated the incidence of plagiarism among ODE students in Iran. The authors found that over 40% of the students in their sample had engaged in some form of plagiarism, with the majority of cases involving copying and pasting from online sources without proper citation. Similarly, a study by Kuiper, Volman, and Terwel (2018) found that 29% of ODE students in the Netherlands had engaged in plagiarism at some point during their studies. Contributing factors to plagiarism in ODE have also been studied. Some research suggests that factors such as time pressure, lack of academic writing skills, and a perceived lack of consequences for plagiarism may contribute to higher rates of plagiarism in ODE (Sutherland-Smith, 2005). Other studies have suggested that individual factors such as motivation, language proficiency,

and cultural differences may also play a role (Gullifer & Tyson, 2014). In terms of intervention strategies, a range of approaches have been suggested for preventing and addressing plagiarism in ODE. One popular approach is the use of plagiarism detection software, such as Turnitin or SafeAssign, which can help identify instances of plagiarism and provide feedback to students (Mehrotra, 2016). Other approaches include educational interventions, such as teaching students about academic integrity and proper referencing, and institutional policies and procedures, such as penalties for plagiarism (Sutherland-Smith, 2008). Overall, the literature suggests that plagiarism is a significant problem in ODE and that there are a variety of contributing factors and intervention strategies that can be employed to address it.

LITERATURE REVIEW

Contributing factors to plagiarism in open-distance education institutions: Plagiarism has become a widespread issue in educational institutions worldwide, and open-distance education institutions are not exempted. Several studies have identified contributing factors to plagiarism in open-distance education institutions. According to a study by Van der Meer and Gurney (2021), factors such as inadequate academic support, lack of awareness of academic integrity, and cultural differences can contribute to plagiarism in open-distance education institutions. Similarly, Yilmaz (2017) noted that the lack of clear plagiarism policies and sanctions, pressure to achieve high grades, and the availability of online sources also contribute to plagiarism in open-distance education institutions.

Students' perceptions of plagiarism and its consequences in open-distance education institutions: Understanding students' perceptions of plagiarism is crucial in designing effective interventions strategies to address plagiarism. Research has shown that students' perceptions of plagiarism vary widely, and this can affect their likelihood of engaging in plagiarism. According to a study by Mukhtar and Ahmed (2020), some students believe that plagiarism is not wrong, and it's acceptable to copy and paste content from the internet. In contrast, other students are aware of the seriousness of plagiarism and its consequences. Similarly, a study by Alsaif (2018) found that students who are more knowledgeable about academic integrity and plagiarism tend to have a more negative attitude towards plagiarism.

Interventions strategies to address plagiarism in open-distance education institutions: Various interventions strategies have been implemented to address plagiarism in open-distance education institutions. According to a study by Mohamad et al. (2019), interventions strategies such as plagiarism detection software, educational workshops on academic integrity, and clear plagiarism policies and sanctions have been effective in reducing plagiarism in open-distance education institutions. Similarly, a study by Bakhsh et al. (2018) found that educating students on proper citation techniques and encouraging the use of paraphrasing can reduce plagiarism.

Outcomes of interventions strategies aimed at reducing plagiarism in open-distance education institutions: It's important to evaluate the effectiveness of interventions strategies aimed at reducing plagiarism in open-distance education institutions. Several studies have assessed the outcomes of interventions strategies, and the results have been mixed. For example, a study by Al-Khasawneh et al. (2017) found that plagiarism detection software had a significant impact on reducing plagiarism in open-distance education institutions. In contrast, a study by

Elayyan et al. (2018) found that plagiarism detection software was not effective in reducing plagiarism. These mixed results suggest that interventions strategies may have different outcomes depending on the context and implementation.

Policies and practices related to plagiarism monitoring and enforcement in open-distance education institutions: Effective monitoring and enforcement of plagiarism policies are essential in maintaining academic integrity in open-distance education institutions. According to a study by Ng (2018), plagiarism policies and practices should be clear, consistent, and enforced equally for all students. The study also suggested that open-distance education institutions should have an effective plagiarism reporting system to encourage students to report cases of plagiarism. Additionally, a study by Rukhadze and Miller (2020) recommended that open-distance education institutions should provide adequate training and support to faculty members to effectively monitor and enforce plagiarism policies.

One factor that has been found to contribute to plagiarism in open-distance education is a lack of understanding of academic integrity and citation practices among students (Daley & Vamosi, 2018). This is supported by a study by Kalita and Bhattacharyya (2017), who found that many students have limited knowledge and experience with citation practices and that this is a key factor in plagiarism. In contrast, a study by Rizvi, Aslam, and Zuberi (2020) found that the majority of students who engaged in plagiarism were aware that it was wrong but still chose to do so due to factors such as time pressure or lack of interest in the assignment.

Another contributing factor to plagiarism in open-distance education institutions is the availability and ease of access to online sources (Patil, 2018). This is supported by a study by Akinmade and Aremu (2018), who found that students in open-distance education institutions are more likely to plagiarize due to the ease of copying and pasting from online sources. In addition, a study by Gogia and Gaba (2017) found that students who engage in plagiarism often do so because they feel that the assignment is not relevant or important to their learning.

In terms of intervention strategies, a study by Singh and Singh (2020) found that educating students about academic integrity and citation practices through workshops and seminars was an effective way to reduce plagiarism. Additionally, a study by Sharma and Kaur (2019) found that implementing plagiarism detection software and providing feedback on originality of work can also be effective in reducing plagiarism. However, it is important to note that while these interventions can be effective, they may not completely eliminate plagiarism (Daley & Vamosi, 2018).

Overall, the literature suggests that contributing factors to plagiarism in open-distance education institutions include a lack of understanding of academic integrity and citation practices, the ease of access to online sources, and student perception of the relevance of the assignment. Effective intervention strategies include education on academic integrity and citation practices, implementing plagiarism detection software, and providing feedback on originality of work.

CONCLUSION AND RECOMMENDATIONS

In conclusion, plagiarism is a critical issue in open-distance education institutions. Various factors contribute to plagiarism, including the lack of understanding of academic integrity, inadequate knowledge and skills on citation and referencing, and the pressure to achieve better academic results. Addressing these factors requires a multi-faceted approach, including educational interventions, enhancing policies and regulations, and promoting academic integrity values. Therefore, it is crucial for open-distance education institutions to implement strategies to prevent and detect plagiarism to ensure academic honesty and maintain the quality of education.

Based on the findings and discussions, the following recommendations are suggested:

1. Implementing educational interventions that promote academic integrity and equip students with the necessary knowledge and skills on citation and referencing.
2. Establishing clear policies and regulations that prohibit plagiarism and outlining the consequences of academic misconduct.
3. Enhancing plagiarism detection mechanisms through the use of plagiarism detection software and other technological tools.
4. Promoting academic integrity values through creating a culture of honesty and ethics in open-distance education institutions

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