

Exploring Causes of Plagiarism and Its Reduction among Students

DOI: <https://doi.org/10.47175/rielsj.v5i2.961>

| Pohanwal Zarghona Achekzai |

Kabul Education University
Language and Literature
Faculty, English Department

Zarghona200@gmail.com



This work is licensed
under a Creative Commons Attribution-
ShareAlike 4.0 International License.

ABSTRACT

This research focused on causes of plagiarism among students and its reduction. Through qualitative research related to the first question that what is students' understanding about plagiarism? How can they define the word of plagiarism? It is found that all the students have the same understanding of the meaning of the word of plagiarism and they defined it in different ways with same meaning they mentioned that it is taking of others work, idea or activity and name it as their own work. Related to the second question of the questionnaires that what type of plagiarism do the students familiar with? Different kinds of plagiarism found out through research namely intentionally, unintentionally, direct, self, accidental and source based on plagiarism. Related to the third question that what causes students' plagiarism? it is found that there are different causes of plagiarism such as lack of content knowledge, having some problem on citation, references, lack of information, lack of enough ability how to do something, lack of hard working, academic pressure, fear of not to be succeed or have low grades in the exam are causes for their plagiarism. Related to the fourth question of the research on how plagiarism can be reduced among students? It is found that through giving good resources and lectures regarding research methodology section, hiring professionals, updating research methodology subjects and students should be taught and trained practical knowledge of the content of the research paper and teachers should have regular meeting with students related to their assignment. Related to the fifth question that what is instructor's penalty for the students who plagiarize? It is found that teacher will not accept the assignment of the students and they will ask students to re- do it and if he/ she fined two students with the same paper or paragraphs he will reduce the grade for both of the students.

KEYWORDS

plagiarism; students; causes; reduction; practices

INTRODUCTION

Plagiarism is a serious issue in an academic process which affect students' success ability, makes students lazy, dependent and irresponsible with their learning. This is a fact that the purpose of education is students learning and use their learning in their real life. Although many students do not consider this issue and they plagiarize. Plagiarism became a problem for all administrators and teachers and it affect the process of evaluation that causes unfair evaluation of the students and damage credibility of institution and their staff in higher education, in overall damage the process of education.

Although rules and regulation are made for students' plagiarizing and it is mentioned in course syllabus by lecturers. Students are taught about these rules and regulation of plagiarism and raise their awareness about plagiarism and academic cheating. Still there is a problem of plagiarism in students' papers and this issue increase during the journey of academic life. (Liu, 2005: 234-241) indicates that in China people know plagiarism is incorrect and still they do it in order to obtain in an easy way their personal gains. She adds that those who plagiarize is the same as those who do it in the west.

Plagiarism occurs around the world and it is a common problem which is the same for afghan students. Many students are not able to do their homework and even the final year students who had been in the university for over three years or more, depending on their course of study and they had been taught about plagiarism still plagiarize while writing their final year monograph. So they try to plagiarize for completing their work, they cheat from their classmate's papers or from different internet sources or ask someone to write their monograph. All of these actions considered as plagiarism and became a concern for higher education universities, institutions, lectures and students.

This article investigate different causes of plagiarizing and its reduction among students. This article is a qualitative research based on the questions of what causes of plagiarism among students and how it can be reduced? Which has not been explored by the previous studies.

LITERATURE REVIEW

Pilgrims is defined in different forms and covers different ideas. Plagiarism is a form of cheating in academic culture and so it is unethical (Hansen, Stith and Tesdell, 2011). In addition, Plagiarism or plagiarist is defined as coping or making of others work such as opinions, essays, etc. as their own work (Kamus Besar Bahasa as cited in Suliman, 2018). Moreover, the word of plagiarism defined as to pretend other's work, idea, that it is your own (Cambridge advanced learner's dictionary 2010). It is concluded from the above definitions and analysis that plagiarism is having of others' work with no acknowledging or giving credit to the actual writer is considered as plagiarism and it is an intellectual criminal.

Types of plagiarism

There are different types of plagiarism which is mentioned by different writers. (Devlin, 2005: 9-15) mentioned that generally, there are three types of plagiarism. He adds that Plagiarism type one happens when requirements of the assignment are the same for each student or using other student's work. The second type of plagiarism happens when student contribute less in group assignment than their colleagues and wants equal marks. Type three plagiarism occurs when students use published work of other people. (Roka, 2017: 471-488) stated that type of plagiarism includes intentional or unintentional, he adds that intentionally plagiarism happens when the writer knowingly, with intent or purposefully, copies whole paragraph, data or text, and offerings as its own. Unintentional happens while the writer is not conscious of such research.

Related to reasons of these types of plagiarism (Sentleng, and King, 2012: 57-6) mentioned that students who plagiarize intentionally were because of saving time, getting good marks, laziness, not properly managing of time and for everyone do it. For the great expenses to learn at institute, friends and family force of the students to pass. So students instead of trying to do their own work, they choose to plagiarize. He adds that students plagiarize unintentionally because of poor understanding of the assignments, lack of referencing skills and poor writing skills, and because of the methods used by lecturers in teaching and learning, in addition, not being clear with the notion of plagiarism and problems

with inadequate sources that students experienced de-motivating aspects of tasks, challenges of the task, lack of ideas and problem with the contents.

The other kind of plagiarism that (Roka, 2017: 471-488) has mentioned is about text plagiarism, words or ideas or data. He mentioned that this type is a form of plagiarism which is very common and known as “word-to word” or “copy-cut-paste” without acknowledgement or giving credit to the actual writer. This kind of plagiarism are reproduced in the form of, tables, paragraph complete sentences or even pictures. A common form of plagiarism is copying of ideas wherein video files or audio, ideas presentations, recommendations, thoughts or inference into research of someone else’s are made and offered as own without giving appropriate credit to the writer.

The other kind of plagiarism that has mentioned is about source. This type of plagiarism occurs when author without really reading uses previous article’s citations. The other kind of plagiarism that he has mentioned is about patch writing, this occurs when a new writer by replacing uses the text of the previous article, recording or restating the sentences or words without acknowledging the original author, give it new look.

Also he has mentioned about is self-plagiarism as other kind of plagiarism, he adds that this occurs when the writer on a formerly published article has added research, Book, journal, contributed chapter and offerings it without acknowledging as a original the first article or taking approval from the former publishers ghost writing, in this type of plagiarism someone who has not contributed is given due credit or the main contributor is not given due credit. Collisional is another type of plagiarism, in this type of plagiarism the author claims an article as it’s won which was asked to write by a professional agent or institution.

Causes of students’ plagiarism

Literature review shows that there are different causes for plagiarizing. Not aware of plagiarism and lack of content knowledge caused students to plagiarize? (Erkaya, 2009: 86-103) did a research that six Turkish students participated in his study two from senior high school and four from college. Result of his study showed that students who were interviewed the two important causes of plagiarism among them were student’s lack of consciousness about plagiarism and content knowledge of writing research papers, student’s lack of content knowledge. (Sadrudin, 2021: 296-318) declared that most participants of his study lacked practical abilities besides deep knowledge of academic stealing and its type to elude it. (Park, 2003) stated that the academic discourse is not acquired overnight, learning is a process. Therefore, students who are not acquainted with an extraneous language, have a tendency to use words from others to their writing, unwillingly they copying other people’s style and discourse. (Lauris, 2012) emphasized that lack of effectiveness is one reason for educators to assume that plagiarism stems in absence of knowledge. So pertinent reasons for student’s plagiarism is lack of content knowledge, practical skills and lack of effectiveness.

Afraid to failing cause students to plagiarize. (Moss, White and Lee, 2018: 261-283) mentioned about Psychological aspects of plagiarism that may faster plagiarism; success and competition rather than cooperation and development together, restricted confidence, biased cognition and impulsive tendencies they added that students plagiarize whenever they feel their life and studies affect their future aspiration. (Agustina and Rahardjo 2017: 262-272) stated that in their study they find out students chose to plagiarize for finishing assignment which was huge burden for them instead of having a bad score. Students explained that they had lots of homework and they were incapable to understand meaning of each English word in the book.

Memorization is other cause of plagiarism among students. (Rugira, 2015) mentioned that students are required to memorize and reproduce on exam day all material such as handouts

from lectures and the notes. Then for next examination in order to make sufficient memory, students must remove out of their brain all this material. It is predicted that from the traditional educational practices, weak educational background and class hierarchies Plagiarism stems. (Sadruddin, 2021) stated that culture values from all form of dishonesty abstain people in Pakistan. Regardless of this among Pakistani university students plagiarism is growing. Class hierarchies, and weak educational background is predicted that from the traditional educational practices plagiarism stems. In addition, he states that plagiarizing assignments can be stimulation of culture. He makes it clear in an example that it is a good practice and collective culture in East Asian countries, to consider imitate philosophical concepts, memorization of ideas, sharing other's work or ideas.

Sources of internet also help students to plagiarize. (Sentleng and King, 2012: 57-6) study the reasons of copying at a university of technology in the faculty of Applied Science among students of the undergraduate classes of third, second, and first year of Mathematical technology and Chemistry department. He used qualitative research and he found out that student's plagiarism is common and 41% of the pupils although consider that copying is serious, however they plagiarize. 71.9 % of students for compiling their assignments admit to use internet. This suggests that the most potential source of plagiarism is the internet. Students also use as a possible source of plagiarism, articles, journals and books. In addition, plagiarism through internet also has been explained by (Abasi, 2008: 102-117) that a student's writing style is global and local patch writing and that is used when into their own writing pouring other people's idea and to the topic they are worked on.

Different situational pressure influences students to plagiarize. (Williams, 2005) mentioned that regardless of a student's ability, because of a variety of influences, pressure to plagiarize can emerge. These includes, management of time poorly (students need to care for children or work part time which is increasing competition for student's time), and unable to cope with load of work (possibly as the effect of corresponding assessment tasks or class timetable). A lack of inspiration to shine for a perception that the responsible academic has little interest for the subject of the class. To succeed external pressure increased for financial reasons either from parents or peers. To take on and test the system an innate desire (particularly it is quite minor if with detection the punishment associated). Differences of culture in presentation and learning styles that practice to quote the experts without citation, which is normal custom in some settings,

(Roka, 2017) revealed various causes of plagiarism beginning from person and bounding not to global trails or agencies funding for research, institutions, journals, textbooks, an intrinsic wish to be fruitful, nature of psychology to success, cultural, fear of failure for discrimination, peer pressure, promotion, economic or job gains, to rise numeral record of publications are some of the individual causes. At the undergraduate level lack of education regarding plagiarism also the strict opinion stated in textbook, lack of the ability to self-support are other causes for such tendency. Inadequate preparation, shortage of time, stress to publish further articles in shorter time than to consider the quality and poor English or writing skills are other causes for plagiarism.

In addition, (Carroll and Zetterling, 2009: 14) mentioned that planning poorly and delay assignments to the last moment, not being self-assure of producing acceptable work, feeling of not having essential skills, feeling other pressure or parental to excel, believing that for their career plans a high grade is necessary, to conflicting academic deadlines or tasks being subject, irreverent or unimportant regarding to the assignment as dated, students did not care either for the assignment assessing that the teacher did not care about, finding it that just copy an answer was very relaxed, then it looked the students the reasonable way to use.

Through plagiarism students obstructed their creativity and originality of thought. (Standler, 2000) stated that an essential aim of education is to crop students who can produce significant original thoughts, evaluate ideas-both analysis and synthesis. Therefore, knowledge and abilities that a person with education is required will not demonstrated by delivering a copied paper. This means that people cannot contribute to knowledge who have copy as a way to fix things. Then what other people have done they do that is reproducing. Plagiarism obstructs creatively and originality that in the academic world are essential elements.

Reduction of plagiarism among students

There are different ways to reduce plagiarism among students. (Emenalo, 2016: 1-8) proposed that academic discourse and related rules and regulations and the teaching of research method should be reinforced by higher education institutions, in other words, there is a need to explain what plagiarism really is and what is not to students and lecturers. He adds related to the preventing project plagiarism learner need to be aware of plagiarism implication, suitable and apposite course of teaching research method, early approval of research topic and the lecturers should have proper project supervision, giving lower grade to a plagiarized project and failing criminals of plagiarism. Other prevention of his findings shows that refuse of plagiarized project, in the university in a place putting plagiarism policy, printing name of criminals of plagiarism and rising in – research house for project students in project writing workshop.

Conducting seminars for awareness of students and inform by professors and finally punishments by professors help to elude plagiarism among students. (Giannopoulou, Kokkinos, Koulouris and Triantafyllou, 2021) stated each Greek university try to eliminate and prevent the problem of plagiarism. So they organize seminars to avoid plagiarism where students can be trained. In addition, about plagiarism the lecturers should attempt to inform their pupils. He adds that universities of Greek in order to detect plagiarism cases, use Turnitin, a software for detection of plagiarism. Lastly penalties, such as failure of the class, grade reduction, or even degree cancelation imposed by the universities in order to decrease plagiarism among students.

In addition, (Hysaj and Elkhoully, 2020) suggested in order to reduce plagiarism, across United Arab Emirates (UAE) universities should form plans that confirm students' awareness of plagiarism policies of institutions over different plagiarism issues are clear. The consequence of copying can be sent in a written forms to the pupils, lively discussion, and applies in recognizing of correct beside incorrect manner of citations.

(Lauris, 2012: 2) mentioned that Students need to have the knowledge and skills for writing of their paper to not plagiarize. Students need additional knowledge than just knowing how accurately to cite to avoid plagiarism; they need to be capable of doing synthesizing secondary materials, assimilating, evaluating and interpreting, if working in other language than their first language, even more demanding sophisticated skills.

(Hariss, 2004: 20) stated that the purpose of the course is not just “get through” but it is learning and developing skills. Pupils need to know that people are recognized for what they have done. Learners need to be encouraged to overcome laziness, controlling poor time and arrangement skills.

Time management is another reason to help students to not plagiarize. (Devlin, 2005: 9-15) indicate that if a student have experienced inevitable conditions that have prohibited student from finishing of the assignment on time, he or she can request for additional time to finish the task. He noted that simply running out of time and managing time poorly will generally for being granted extra time, not be considered reasonable. He states that students

tend to do the thing as the way their predecessors did. From the beginning, students should manage their time right well. Students should plan ahead and start their assignment and study for exams as early as possible. The time should be managed not only by the students but also by the teachers. If instructors designed their exams and assignments in such a manner that students would find no cause to cheat? Is that possible. Students can ask for extra time to complete a task in the case student face unpreventable condition that stop student to finish it.

Appropriate load of assignment by professors will help to decrease plagiarism among of students. According to (Agustina and Rahardjo, 2017) students select to plagiarize rather than to get a bad score for finishing huge load of assignment. In his study students described this issue that they are incapable to understand the meaning of each English word in the book for they had extensive assignments. In addition, (Hysaj and Elkhoully, 2020) suggested in order to reduce plagiarism activities, planning assignment based on new form, rather than on current or previous topics.

Engage with students necessity will help to decrease plagiarism among students. (Devlin and Gray, 2007: 181-198) noticed at main reasons behind students' inclined to plagiarize. He determined that pupils personality factors, poor academic skills, student's lack of understanding plagiarism, and outside pressure were partially to be answerable, thus an operative way to marginalizing and minimizing examples of plagiarism better engagement with students is necessary.

Address students expectation related to writing practice will help in reduction of plagiarism among students. Baily (2018, as cited in Ndebele 2020) mentioned that instructors need to consider in their disciplines how knowledge is constructed and how this information can be more clear to students to ensure they can efficiently address students' expectation in relation to appropriated writing practice.

Improve students' academic writing skill will help in decrease of plagiarism among students. (Sibbomana, Ndayambaje and Unwambayinema, 2018) declared that it is needed to improve academic writing skills of students, which let them to improve their critical skills. There are many other ways of saying what other author said, Students and other researchers would then know and will be able to sufficiently cite texts borrowed from other sources and make it easy to say author's idea in their own words.

Conduct regular meeting with students to know about their progress in content learning. (William, 2005) stated ask pupils to deliver a reflective journal that indicating in the task their approach, , encountered the problems and how these problems resolved, the adopted and methodology. In addition, if necessary, students need to further explain and defend, whatever they have done through holding random "*viva voce*" sessions. In class and in course documentation, if this is clearly advertised it will serve as an effective deterrent.

Some websites and software program aid in identifying plagiarism among students. (Roka, 2017) mentioned that in today's world for detecting plagiarism there are many websites and software that assist students. Through computer and aided programs reuse of text and words without problems can be checked. One of common plagiarism detection program is " iThenticate" that (for some journals) per year could cost 6, 800 USD and almost 2226,000 journals has access to and its similarly check services, more than 1,300 publishers world wide employ.

Penalties for plagiarism

Plagiarism is a communal but preventable issue in academic world. Through penalties universities at least decrease or prevent plagiarism among students which depend to the program of the university how strict are they. Through, literature review some of the penalties has mentioned by some of the writers in the academic world for the students. (Hansen, Stith and Tesdell, 2001: 188-191) mentioned that student should be treated for the same work which is written by the previous student. (Devlin, 2005) indicated that students who buy or accept other (current or past) students' already completed assignment or some other sources or from internet and on that assignment write their name and hand it as work of their own. Both of the students will be treated the same, the one who has provided the work and the one who has used the work.

(Emenalo, 2016: 8) mentioned related to penalties for plagiarism that learner need to be aware of plagiarism implication, suitable and apposite course of teaching research method, early approval of research topic and the lecturers should have proper project supervision, giving lower grade to a plagiarized project and failing criminals of plagiarism. Other prevention of his findings shows that refuse of plagiarized project, in the university in a place putting plagiarism policy, printing name of criminals of plagiarism and rising in – research house for project students in project writing workshop.

Related to penalty (Sharma, 2007) mentioned that all the academia stakeholders need to be conscious of the fact that plagiarism never should be entertained and allowed. Clear rules and policies need to be made by universities and departments, if any pupil is found with plagiarizing, it should be talked directly. Students need to be taught citing sources and proper references through a system. If plagiarize happened again, then they need to be penalized. He mentioned that penalty has different forms from papers refusal to student's exclusion from the program.

Past studies have shown that there are several causes to student's plagiaries in the process of learning, while no study has investigated what are afghan student's causes for plagiarism. Thus this article will focus on the causes of plagiarism among afghan student and how to reduce the causes among students. This article will focus on the following questions.

Questions

1. What is students understanding about plagiarism? How can they define the word of plagiarism?
2. What type of plagiarism do you familiar with?
3. What causes students' plagiarism?
4. How can reduce plagiarism among students?
5. What is instructor's penalty for the students who plagiarize?

RESEARCH METHODS

This paper is focused on causes of plagiarism and its reduction between students. This article is based on qualitative research. The subject of the study were six participants. Three of them were female participants and other three were male participants. They were from different classes and different levels. Three students were from graduate program and other three were from undergraduate program of Kabul Education University. The Graduate level participants also taught in different universities. One female student taught in PKU (Poly Technic University) and other two were male participant who taught in KEU (Kabul Education University). The other three, one female and two male students were from undergraduate classes. I had their permission and told about the privacy of the study for responding the questions and it is said to them that their privacy was important utmost. They were eager to

answer these questions. There were 5 open ended questions and it is distributed through emails (based on the current situation) to the participants and they had enough time (two, three days) to answer the questions.

Data analysis

This paper is qualitative research and the data is collected through open-ended questionnaire. The obtained through thematic analysis data was analyzed. (Braun & Clarke 2006, 77-101) defined thematic analysis as a way to reporting, describing, organizing, analyzing also identifying patterns and subjects in the research data. It is a qualitative research method it means to identify and interpret themes in a data set. (Dawadi, 2020: 72) adds that analyzing data is done in six phases. First, the data should be transcribed to familiarize with it. Second, the initial codes should be generated, third, themes need to be searched, forth themes need to be reviewed, fifth theme need to be defined and named, six, report produces. So for analyzing data I have found common themes and interpret them in in the discussion part.

RESULTS AND DISCUSSION

This article is a qualitative research based on thematic analysis. Result of this research showed that students and teacher are familiar with the concept of plagiarism and they have mentioned various causes among students to plagiarize. Through questionnaire it is found that lack of content knowledge on writing a research paper (making reference, paraphrasing, in text citation) they plagiarize. Related to another causes of plagiarism they have mentioned, academic pressure, social pressure, time management and afraid of exam to fail or lose grades. Regarding to the reduction of plagiarism, through questionnaire it is found that by giving good resources and lectures regarding research methodology section, hiring professionals, updating research methodology subjects, students should be taught and trained practical knowledge of the content of the research paper as citation, referencing, paraphrasing and teachers should have regular meeting with students related to their assignment and ask some questions related to their assignment. In addition, teacher should use software Turnitin for checking student's papers to find out the similarity of the texts and all the instructors should be familiar with using of this software. There should be seminars for teaching students that what is considered plagiarism based on the legislation of the university. In addition, deduction of the grades should be applied as a penalty for the students who plagiarize.

Through responses of the participants to a given questionnaires based on the first question that what is students' understanding about plagiarism? How can they define the word of plagiarism? It is found that all the participants of the study, males and females of graduate and undergraduate program, had almost the same understanding of the meaning of the word plagiarism as they indicated for the concept of plagiarism. First participants mentioned that it means using others' work without mentioning their name as your own work. Second participants pointed out that it is taking of others work, idea or activity and name it as their own work, third participants stated that using words ideas or information from a source without citing it correctly, fourth participants said that it is another person's expressions or ideas, language, thoughts, as own creative work,, Fifth participants mentioned that coping large piece of text from a source without citing that source. Sixth participants defined it in a short sentence as it is cutting and pasting. As the definition of the word plagiarism resulted in the study of (Hansen, Stith and Tesdell, 2011) that one form of cheating is Copying, in academic culture so it is not ethical. In addition, in the study of (Kamus Besar Bahasa as

cited in Suliman, 2018) it is determined that Plagiarism is defined as coping or making of others work such as opinions, essays, etc. as their own work.

Related to the second question of the questionnaires that what type of plagiarism do the students familiar with? The participants revealed that there are different types of plagiarism such as, two of the participants indicated about the kind of plagiarism that there are intentionally and unintentionally plagiarism. The other four participants mentioned about complete plagiarism, direct plagiarism, and self-plagiarism, source based plagiarism, and accidental plagiarism. As it is mentioned by (Roka, 2017) that type of plagiarism include intentional or unintentional, “word-to word” or “copy-cut-paste” without acknowledgement. Source plagiarism, patch writing, self-plagiarism and Collisional plagiarism.

Related to the third question that what causes students’ plagiarism? The three participants pointed out that there are different causes of plagiarism among students, they mentioned that lack of content knowledge on how to write a research paper, having some problem on citation, references, lack of information, lack of enough ability how to do something, lack of hard working are causes of plagiarism among students. In addition, other three participants added that academic pressure, fear of not to be succeed or have low grades in the exam also causes for their plagiarizing. As few previous studies support the claims. (Erkaya, 2009) mentioned that Not aware of plagiarism and lack of content knowledge caused students to plagiarize? And it is also mentioned by (Laurs 2012) that plagiarism stems from lack of knowledge and educator’s lack of effectiveness. In addition, (Williams, 2005) pointed out that because of a variety of influences, pressure to plagiarize can emerge. These includes, management of time poorly (students need to care for children or work part time which is increasing competition for student’s time), and unable to cope with load of work (possibly as the effect of corresponding assessment tasks or class timetable). A lack of inspiration to shine for a perception that the responsible academic has little interest for the subject of the class. To succeed external pressure increased for financial reasons either from parents or peers. To take on and test the system an innate desire (particularly it is quite minor if with detection the punishment associated). Differences of Culture in presentation and learning styles that practice to quote the experts without citation, which is normal custom in some settings.

Related to the fourth question of the research on how plagiarism can be reduced among students? All of the students mentioned that it is fair and important if plagiarism detected from assignment and be evaluated based on their learning. Participants of the study mentioned different ways to reduce plagiarism. Two of the participants mentioned that by giving good resources and lectures regarding research methodology section, hiring professionals, updating research methodology subjects can reduce plagiarism. Other two participants mentioned that through training students how to cite the ideas of authors, in different ways direct and indirect quotes and paraphrasing the text will help in reduction of plagiarism. In addition, other two participants mentioned that if they are taught practical knowledge of the content of the research paper as citation, referencing, paraphrasing and teachers should have and have regular meeting with their instructors regarding their progress in doing of their assignment can reduce plagiarism among students. As it is mentions by (Laurs, 2012) to avoid plagiarism students need be capable of doing synthesizing secondary materials, assimilating, evaluating and interpreting: if working in other language than their first language, even more demanding sophisticated skills in addition on how to cite accurately. Moreover, (William, 2005) mentioned that ask pupils to deliver a reflective journal that indicating to the task their approach, faced the problems and how these problems resolved, the adopted methodology. In addition, if necessary, students need to further explain

and defend, whatever they have done through holding random “*viva voce*” sessions. In class and in course documentation, if this is clearly advertised it will serve as an effective deterrent.

In addition, all participants mentioned that time should be managed by teachers and students in order to reduce plagiarism. As it is mentioned by (Devlin, 2005) that from the beginning, students should manage their time right well. Students should plan ahead and start their assignment and study for exams as early as possible. The time should be managed not only by the students but also by the teachers. If instructors designed their exams and assignments in such a manner that students would find no cause to cheat? Is that possible. Students can ask for extra time to finish the task if student face unpreventable condition that prevent him to finish it.

Related to the fifth question of the research on what is instructor’s penalty for the students who plagiarize? One of the Participants of the study pointed out that at the time she face with such cases they will not accept the assignment of the students and she will ask students to re- do it and the other two of the participants added that if they find two students with the same paper or paragraphs the will reduce the grade for both of the students who showed his/her paper and who has received it. as it is mentioned by (Devlin, 2005) that students who buy or accept other (current or past) students’ already completed assignment or some other sources or from internet and on that assignment write their name and hand it as work of their own. Both of the students will be treated the same, the one who has provided the work and the one who has used the work.

In addition, it is mentioned by (Emenalo, 2016: 8) mentioned giving lower grade to a plagiarized project and failing criminals of plagiarism, rejection of plagiarized project as penalties of students who plagiarize.

CONCLUSION

This essay focused on the causes of plagiarism and its reduction. Result of the study indicates that Students are conscious of plagiarism and familiar with meaning of plagiarism and they have mentioned various causes among students to plagiarize. Through questionnaire it is found that lack of content knowledge on writing a research paper (making reference, paraphrasing, in text citation) they plagiarize. Related to another causes of plagiarism they have mentioned, academic pressure, social pressure, time management, afraid of exam to fail or lose grades, were the causes that have mentioned by the participants of the study. Regarding to the reduction of plagiarism it is found that all the students should be trained and taught practical knowledge of the content of the research paper as citation, referencing, paraphrasing and teachers should manage load of assignment and have meeting with their instructors regularly regarding their progress in doing of their assignments that can reduce plagiarism among students. In addition, they have mentioned that turnitin software program should be used for checking student’s papers to find out the similarity of the texts and all the afghan instructors should be familiar with using of this software. There should be seminars for teaching all the students that what is considered plagiarism based on the legislation of the university. In addition, deduction of the grades should be applied as a penalty for the students who plagiarize.

REFERENCES:

- Abasi, A. R. (2008). Writing under the Gaze: plagiarism policies and international ESL Students Patch Writing in Graduate School. *Journal of Second Language Writing*. Vol. 15, 102-117.

- Agustina, R., & Rahardjo, P. (2017) "Exploring plagiarism into perspective of Indonesian academics and students." *Journal of education and learning* Vol.11, no. 3, 262-272.
- Braun, V., & Clarke, V. (2006) "Using thematic analysis in psychology." *Qualitative Research in Psychology*, 3(2), 77-101
- Cambridge Advanced Learner's Dictionary. (2010). In Cambridge Dictionaries online. Retrieved on 12 Oct 2023 from <http://dictionary.cambridge.org/dictionary/british/plagiarize>
- Carroll, J., & Zetterling C. M. (2009). Guiding students away from plagiarism. (First edition). KTH Learning Lab and the authors: 14
- Dawadi, S. (2020). "Thematic Analysis Approach: A step by step guide for ELT Research practitioners." *Journal of NELTA* vol. 1, 72
- Devlin, M. (2005). "Avoiding Plagiarism and cheating: A guide for students at Swinburne University of technology". 2nd edition. Swinburne University of Technology. 9-15
- Devlin, M., & Gray, K. (2007). "In their own words: a qualitative study of the reasons Australian university students plagiarize." *High Education research & development*, 26(2), 181-198.
- Emenalo, F C. (2016). "Management strategies for curbing the prevalence of plagiarism in project writing among students of Imo State University Oweeri." *Universal Journal of Educational Research*, 4(9), 1965-1972.
- Erkaya, O. R. (2009). "Plagiarism by Turkish students: causes and solutions". *Asian EFL Journal Quarterly* 11(2), 86-103
- Giannopoulou, E. K. D., Koulouris A., & Triantafyllou, L. (2021). "Perception of plagiarism among undergraduate students in Greek Universities." *Journal of integrated information management*, 6(2), 14
- Hansen, B., Stith, D., & Tesdell L S. (2011). "Plagiarism: what's the big deal?" *Business Communication Quarterly*, 2(74), 188-191. Journals. Sage pub.com
- Harris, R. (2004). Anti-Plagiarism Strategies for Research Papers. Retrieved on 20 April 2023 from: <http://www.virtualsalt.com/antiplag.htm>
- Hysaj, A., & Elkhoully, (2020). Abeer. Why do students plagiarize? The case of multicultural students in an Australian university in the United Arab Emirates. Mendel University in Brno. Doi – Mendel University press.
- Liu, D. (2005). "Plagiarism in ESOL students: is cultural conditioning truly the major culprit?" *ELT journal*, 59(3), 234- 241.
- Laurs, D. (Dec, 2012). "Avoiding Plagiarism: Steering clear of the rocks". Navigating the River: Proceedings of the 2011 Annual International Conference of the Association of Tertiary Learning Advisors of Aotearoa , In M. Protherore (Ed.). New Zealand Inc (ATLAANZ). 37-48
- Moss, S. A., White B., & Lee, J. (2018). "A systematic review into the psychological causes and correlated of plagiarism." *Ethics & Behavior*, 28(4), 261-283.
- Ndebele, H. (2020). "Demystifying student plagiarism in academic writing: Towards an educational solution." *Critical studies in teaching and learning*, 8(2)
- Park, C. (2003). "In other (people's) Words: plagiarism by university students – literature and lessons." *Assessment and Evaluation in Higher Education*, 28(5), 471-488.
- Rugira, L. (2015). University students are plagiarizing? Say it ain't so. The New Times. Retrieved on 20 January 2023 from: <http://www.Newtimes.co.rw/section/read/189538/>
- Roka, Y. B. (2017). "Plagiarism: Types, causes and how to avoid this worldwide problem." *Nepal journal of Neurosci*, 14(3), 2-6.

- Sadrudin, M. M. (2021). "Exploring the causes of plagiarism among post graduate research students – a phenomenological case study approach." *Journal of Education and Educational Development*, 8(2), 296-318..
- Sentleng, M. P., & King, L. (2012). "Plagiarism among undergraduate students in the Faculty of Applied Science at a South African Higher Education Institution." *African Journal of Libraries and information science*, 78(1), 6-57
- Sharma, B. K. (2007). Plagiarism among university students: international or accidental? *Journal of NELTA*, 12(1), 135-141.
- Sibbomana, E., Ndayambaje, I., & Uwambayinema, E. (2018) "Plagiarism in higher education environment: causes and solutions." *Rwandan journal of education*, 4(2).
- Standler, R. B. (2000). "Plagiarism in colleges in USA. Legal aspect of plagiarism, academic policy." Retrieved on 12 Jan 2024. From: <http://www.rbs2.com/plag.htm>
- Suliman. Rizkariani. (2018). "Types and factors causing plagiarism in papers of English Education Students." *Journal of English education*, 3(1) 17-22. Retrieved on 11 January 2023 from: <http://usnsj.com/index.php/jee>
- Williams, J. B. (2005). Plagiarism: deterrence, detection and prevention the handbook for economics lecturers. Researchgate.net. Retrieved on 24 January from: <https://www.researchgate.net>