

Student Teachers Awareness About Plagiarism in Teacher Training Colleges

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Abstract—Plagiarism is a common issue in academic contexts, undermining the integrity of learning and evaluation procedures. This study sought to investigate student teachers' awareness of plagiarism, the level of plagiarism, the motivations for plagiarism, and the use of plagiarism detection software. The sample included 81 student teachers from Rohtak, Haryana. The descriptive survey method was used in the current investigation. A self-created questionnaire was utilised to obtain data from student teachers. The study's findings revealed that 48.8% of pupils strongly agreed that they had heard the term plagiarism. The majority of the students, 50 (62.5%), understood the distinction between resemblance and plagiarism. Nearly 43% of participants admitted to not giving proper acknowledgement to the source when copying stuff from the internet. 26.3% of students had a habit of just copying ideas and putting them in their own words. 41.3% of students admitted to plagiarising because online tools allowed them to accomplish the work in less time. 59.5% of students said that they use the library to prepare assignments, presentations, and dissertations. 34.6% of students agreed with the statement that they have knowledge of plagiarism detecting tools. 39.5% of students considered plagiarism to be unethical. Furthermore, 63% of students reported a wish to attend future plagiarism awareness/training sessions.

Index Terms—Plagiarism, academic integrity, plagiarism awareness, student teachers

I. INTRODUCTION

The emergence of Information and Communication Technology (ICT) has made information more freely accessible without regard to geography; as a result, scholars can now obtain documents from any location worldwide. Although this is a commendable development given that scholars generate new ideas while learning from the writings of others (Coulthard, 2004), some researchers choose to take others' ideas

rather than learn from them. While the use of ICT has the potential to help students/researchers retrieve electronic documents for research purposes, it may also expose them to the trap of plagiarism. Students and scholars are using the Internet to get pre-written solutions and shortcuts for writing assignments, research papers, and theses. According to Oyewole (2017), the Internet is a useful tool, but it can also be harmful if the ethics that govern the use of other people's words and ideas are ignored. According to Park (2003), plagiarism is a sort of cheating in which pupils present someone else's work as their own for academic credit. Plagiarism is defined as using or closely replicating another author's language and thoughts without authorisation and claiming it as one's own work without crediting the original author. According to the Online Etymology Dictionary (2015), the term plagiarism was originated from the word plagiarist, which signifies literary theft, back in the 1950s. According to Park (2003), "literacy theft" refers to the absence of recognition to original writers after borrowing their ideas or words, which is considered "stealing". He defines this undesirable behaviour as stealing words or concepts that do not comprise what is considered general knowledge. Plagiarism is a well-known and growing issue in academic circles. It is believed to account for a significant proportion of all serious deviations from excellent research practice. (Vitse and Poland 2012; Titus et al., 2008) For some journals, it is a severe issue, with up to one-third of published works involving plagiarism. (Zhang, 2010; Baždarić, 2011; Butler, 2010).

II. LITERATURE REVIEW

Bautista and Pentang (2022) conducted a survey on plagiarism and the reference and citation ability of

pre-service teachers. The findings revealed that, while most pre-service teachers have a basic comprehension of referencing and citation, their awareness of plagiarism is only minimal. Gottardello and Karabag (2022) used purposive sampling to investigate the responsibilities of university professors in academic integrity management. The study discovered that academic integrity was covered in the course module and revised last year. Professors discussed self-plagiarism, distributed a guidebook, cited sources, and other matters. Khathayut et al. (2022) investigated Thai undergraduate students' plagiarism and planned behaviour. According to the poll results, pupils do not grasp plagiarism and instead resort to patchwriting and ghostwriting. Students' acts that contribute to plagiarism include indifference, a lack of confidence in their writing abilities, ignorance of how to appropriately credit sources and why, and a lack of time to submit a report to their teachers.

Farahian et al. (2021) investigated the comprehension of plagiarism among English language students from Canada, China, India, Iran, and Turkey. The study discovered that Canadian students have a higher awareness of plagiarism than Chinese pupils. Cultural influences revealed the differences in understanding between the countries. Furthermore, Asian students stated that a lack of understanding of citation manual norms and forms, as well as academic writing skills were the major causes of plagiarism. Javaid et al. (2020) did a study on plagiarism awareness among first- and final-year electrical engineering students at Pakistani universities. The study found no major differences between them and discovered that they made the same mistakes due to a lack of understanding of university standards, plagiarism guidelines, and regulations. Merkel (2021) found that pupils evaluated plagiarism as taking one or more intellectual ideas and concepts. It is referred to as copying, stealing, or exploiting someone else's work as their own without due citation. However, there is a lack of citing style, citation management skills, and understanding of plagiarism guidelines and regulations. According to Pagaddu (2021), procrastination is another reason why men and women commit plagiarism differently. Women, on the other hand, enjoy meeting deadlines and are hence less likely to plagiarise than men. In contrast,

men are more likely to procrastinate and submit projects at the last minute.

Furthermore, the studies revealed a link between academic success, knowledge of references and citations, and awareness of plagiarism. However, a large body of research has found that students accidentally commit plagiarism due to a lack of understanding of plagiarism forms and consequences (Ibegbulam & Eze, 2015; Muluk et al., 2021; Rodhiya et al., 2020). This suggests that students are unaware that duplicating someone else's work is wrong, and in many circumstances, they believe their actions have no bearing on their academic integrity. In some research, students were exposed to some forms of plagiarism, yet they failed to identify where plagiarism occurs (Ahmad et al., 2012).

III. OBJECTIVES

1. To examine student teachers' awareness about plagiarism.
2. To study the extent of plagiarism among the student teachers.
3. To identify the reasons for plagiarism among the student teachers.
4. To determine the use of plagiarism detection software by the student teachers.
5. To study the perception of student teacher regarding plagiarism as an unethical practice.

IV. RESEARCH QUESTIONS

This study seeks to answer the following questions:

- i. What causes plagiarism among student teachers?
- ii. What perceptions do student teachers have regarding plagiarism?
- iii. What can be done to prevent plagiarism among the student teachers?

V. METHODOLOGY

The descriptive survey method was used in the current investigation. An online survey was used to obtain primary data from B.Ed first-year and second-year students. A questionnaire was created and sent using Google Classroom for data gathering. Purposive sampling was utilised, as well as the survey approach, because they are both cost-effective and convenient for data collection and analysis. A

questionnaire was mailed to 150 students, and 81 responded. The pupils were polled from February to

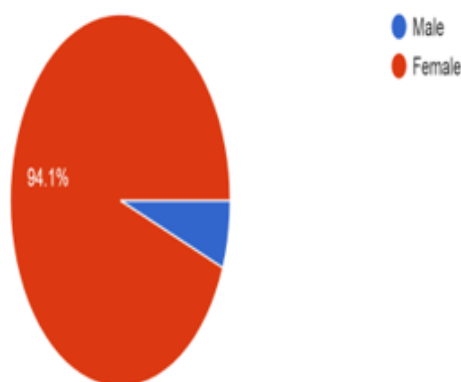
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VI. ANALYSIS AND INTERPRETATION OF DATA

Table-1: Socio-demographic profile of the Student Teachers

Variable Frequency		Responses	Percentage
Gender	Male	76	93.8%
	Female	5	6.2%
Stream	Science	45	55.6%
	Commerce	7	8.6%
	Arts	29	35.8%
Class	B.Ed Ist Year	40	49.3%
	B.Ed IInd Year	41	50.6%

Gender
85 responses



Stream
84 responses

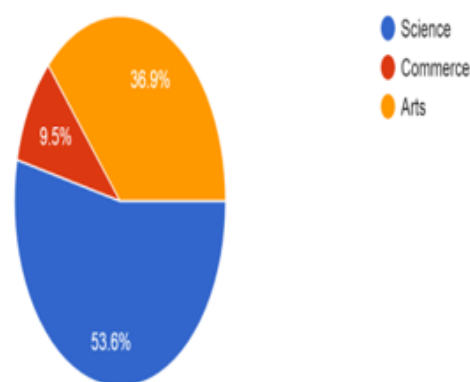


Table-1 represents that the socio-demographic profile of the respondents. The total number of the respondents in this study are 81. The participant gender distribution showed more female respondents 76 (93.8%) than the male counterparts 5(6.2%). Further, the Table shows that there is a majority of science students i.e. 45 (55.6%). The students belonging to the Arts Stream constitute 35.8% (29) of the total population and the number of students belonging to the commerce stream are 7 i.e. (8.6%). In addition, 40 respondents were from B.Ed Ist Year and 41 respondents were from B.Ed IInd Year.

Distribution of Questions in the Plagiarism Awareness Scale

S. No.	Domain	No. of Questions	Item Number
1.	Knowledge About Plagiarism	05	1, 2, 5, 9, 13
2.	Plagiarism as a Habit/Extent of Plagiarism	04	4, 8, 10, 15
3.	Use of Library for Preparing Assignments	01	11
4.	Reasons for Plagiarism	04	14, 16, 17, 18
5.	Use of Plagiarism Detection Software	02	7, 12
6.	Plagiarism as an Unethical Practice	04	6, 3, 19, 20

Table 2: Knowledge about Plagiarism

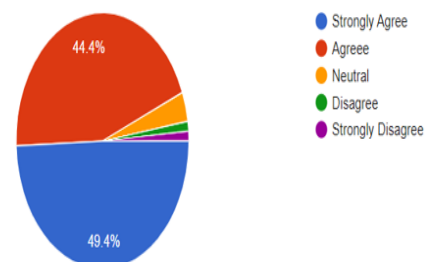
Knowledge about Plagiarism	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I have heard of the term 'plagiarism'	40(48.8%)	37(45.1%)	3(3.7%)	1(1.2%)	1(1.2%)
I understand the meaning of plagiarism	41(50%)	38(46.3%)	1(1.2%)	2(2.4%)	None
I am aware of the UGC Guidelines 2018 regarding plagiarism for academic integrity	15(19%)	39(49.4%)	19(24.1%)	5(6.3%)	1(1.3%)
My teacher/guide has discussed the concept of plagiarism during the UG/PG course	22(27.2%)	38(46.9%)	11(13.6%)	9(11.1%)	1(1.2%)
I understand the difference between plagiarism and similarity	21(26.3%)	50(62.5%)	8(10%)	-	1(1.2%)

Table-2 comprises of the 05 questions related to respondent's knowledge about plagiarism. The results indicate that 48.8% students strongly commit that they have heard of the term plagiarism. However, only 1% students expressed that they are not aware of plagiarism. About 50% of the

participants agree strongly that they understand the meaning of the term 'plagiarism'. 49.4% participants revealed that they were aware of the UGC guidelines 2018 regarding plagiarism for academic integrity. 38 participants i.e. (46.9%) expressed agreement to the fact that their teacher/guide discussed the concept of plagiarism during their UG/PG course. Majority of the students i.e. 50 (62.5%) possessed the knowledge about the difference between similarity and plagiarism. The responses on the related items have also been graphically represented below.

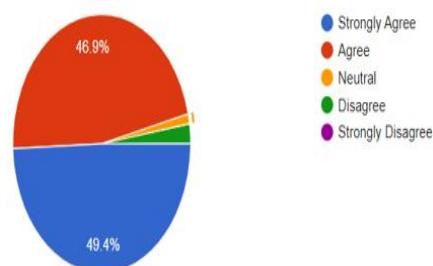
1. I have heard of the term 'plagiarism'.

81 responses



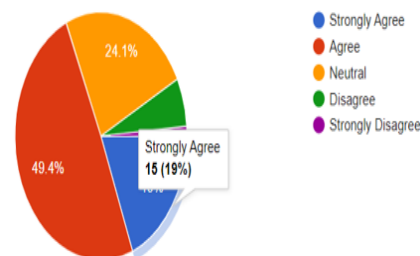
2. I understand the meaning of plagiarism.

81 responses



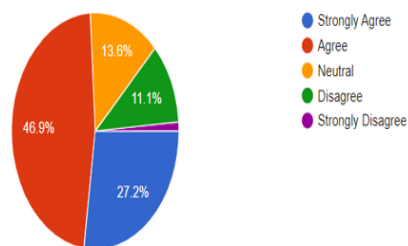
5. I am aware of the UGC Guidelines 2018 regarding plagiarism for academic integrity.

79 responses



9. My teacher/ guide has discussed the concept of plagiarism during the UG/PG course.

81 responses



13. I understand the difference between plagiarism and similarity

80 responses

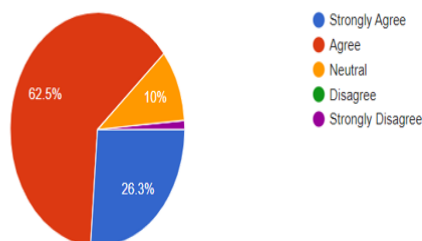


Table-3: Plagiarism as a Habit/ Extent of Plagiarism

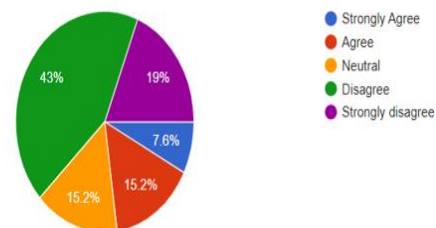
Plagiarism as a Habit/Extent of Plagiarism	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I have copied content from internet without giving due credit to the source.	6(7.6%)	12(5.2%)	12(5.2%)	34(43%)	15(19%)
I am in a regular practice of copying material from online resources for preparing assignment/	6(7.5%)	18(22.5%)	24(30%)	25(31.3%)	7(8.8%)

presentation					
have never used someone's work and reproduced it as my own work.	23(28.4%)	38(46.9%)	10(12.3%)	9(11.1%)	1(1.2%)
I am in habit of just copying of ideas and putting it my own words	2(2.5%)	21(26.3%)	11(13.8%)	30(37.5%)	16(20%)

Table-3 includes 04 questions related to determine whether plagiarism is a habit and extent of plagiarism among the students. Nearly 43% of the participants admitted that they do not give due credit to the source while copying the content from the internet. 22.5% (18) students showed agreement to the fact that they were in the regular practice of copying. However, 46.9% students also admitted that they have never used someone's work and reproduced it as their own work. 26.3% students exhibited that they were in the habit of just copying of ideas and putting it in my own words.

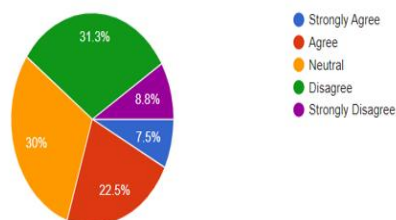
4. I have copied content from internet without giving due credit to the source.

79 responses



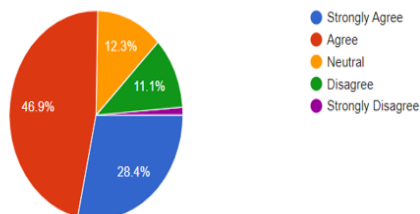
8. I am in a regular practice of copying material from online resources for preparing assignment/presentation.

80 responses



10. I have never used someone's work and reproduced it as my own work.

81 responses



15. I am in habit of just copying of ideas and putting it my own words.

80 responses

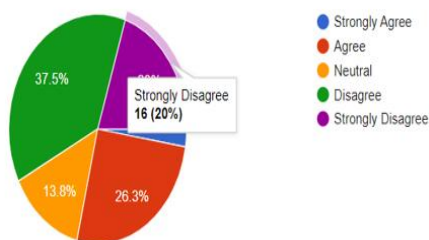


Table-4: Use of Library & Other sources for preparing Assignment

Use of Library & Other sources for preparing Assignment	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I go to the library for preparing assignment/presentation/Dissertation work	21(26.6%)	47(59.5%)	6(7.6%)	5(6.3%)	-

It is evident from Table-4 that 59.5% of the students agree that they go to library for preparing assignment/presentation/Dissertation work. However, only 6.3% students expressed disagreement to the above stated fact.

11. I go to the library for preparing assignment/presentation/Dissertation work?

79 responses

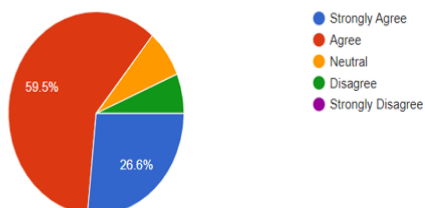


Table-5: Reasons for Plagiarism

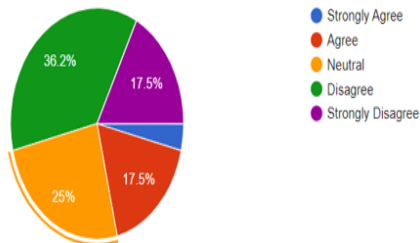
Reasons for Plagiarism	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I do copy because I do not have enough ideas of my own	3(3.8%)	14(7.5%)	20(25%)	29(36.2%)	14(17.5%)
I plagiarize because the online resources help me to complete the task in lesser time	3(3.8%)	33(41.3%)	16(20%)	18(22.5%)	10(12.5%)
I do copy from internet because I do not want to go to the library	6(7.5%)	16(20%)	6(7.5%)	35(43.8%)	17(21.3%)
I feel tempted to plagiarize because others are also doing it	4(5%)	15(18.8%)	14(17.5%)	32(40%)	15(18.8%)

Table-5 comprises of the 04 items related to different reasons for plagiarism. An analysis of the Table-5

indicates that 7.5% students agreed to the statement that they do copy as they don't have enough ideas of my own. 36.2% of the students do not agree to the statement that they copied due to the lack of ideas. 41.3% students revealed that they do plagiarize because the online resources helped them to complete the task in the lesser time. 22.5% students admitted that they do not plagiarize due to the reason that their work gets completed in lesser time. 20% of the students agreed that they copied from internet because they did not want to go to the library. However, 43.8% students disagreed to the given statement. 18.8% students said that they feel tempted to plagiarize because others were also doing it. 17.5% decided to remain neutral on the statement. However, 21.3% students did not agree to this statement.

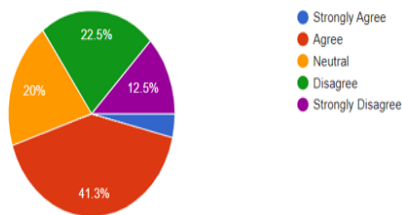
14. I do copy because I do not have enough ideas of my own.

80 responses



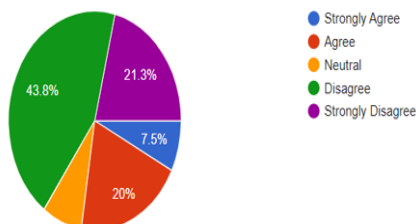
16. I plagiarize because because the online resources help me to complete the task in lesser time.

80 responses



17. I do copy from internet because I do not want to go to the library.

80 responses



18. I feel tempted to plagiarize because others are also doing it.

80 responses

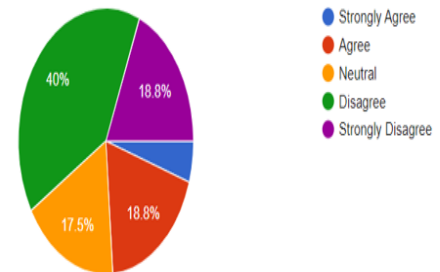


Table-6: Use of Plagiarism Software by the Students

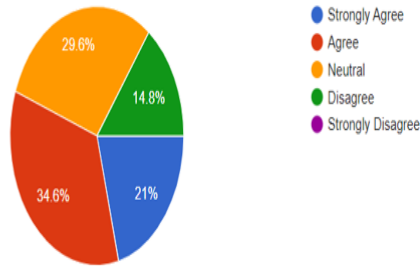
Use of Plagiarism Detection Software	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I possess the knowledge of the plagiarism detection software	17(21%)	28(34.6%)	24(29.6%)	12(14.8%)	-
I do check plagiarism of my work before submission	17(21.3%)	49(61.3%)	7(8.8%)	7(8.8%)	-

Table-6 includes the items related to the use of Plagiarism Detection Software by the students. 34.6% students agreed to the statement that they possessed the knowledge of the plagiarism detection software. 14.8% students disagreed to the fact that

they possessed the knowledge of any plagiarism detection software. The table indicates that 61.3% students committed that they do check the plagiarism of their work before submission. 8.8% students expressed their disagreement over this statement and 8.8% students decided to remain neutral on this fact.

7. I possess the knowledge of the plagiarism detection software.

81 responses



12. I do check plagiarism of your work before submission.

80 responses

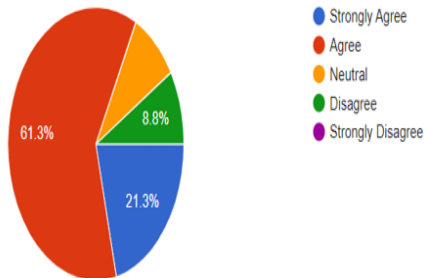


Table-7: Plagiarism as an Unethical Practice

Plagiarism as an Unethical Practice	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I am aware of the fact that any content having	20(24.7%)	47(58%)	8(9.9%)	5(6.2%)	1(1.2%)

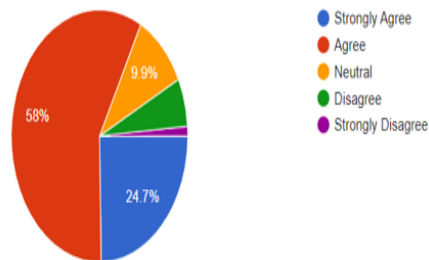
plagiarism above 10% is highly punishable					
I perceive plagiarism to be an unethical	31(38.3%)	32(39.5%)	10(12.3%)	7(8.6%)	1(1.2%)
I commit that I will not plagiarize as it is a punishable act	24(30%)	41(51.2%)	10(12.5%)	4(5%)	1(1.2%)
I would like to attend awareness/training programmes regarding plagiarism in future	18(22.2%)	51(63%)	9(11.1%)	3(3.7%)	-

Table-7 contains 04 questions related to awareness of plagiarism as an unethical practice. It reveals that 58% students agree to the statement that they are aware of the fact that any content having plagiarism above 10% is highly punishable. Only 62% students disagree that they are aware of this fact. 39.5% students perceived plagiarism to be unethical. 8.6% expressed disagreement to the fact that plagiarism is unethical. 51.2% students committed that they will not plagiarize as it is a punishable act. 30% students

expressed strong agreement to this statement. Merely 1.2% students expressed strong disagreement to the fact. It is quite appreciable that 63% students expressed the desire to attend awareness/training programmes in future regarding plagiarism. Only 3.7% students did not show any willingness to attend such type of programmes.

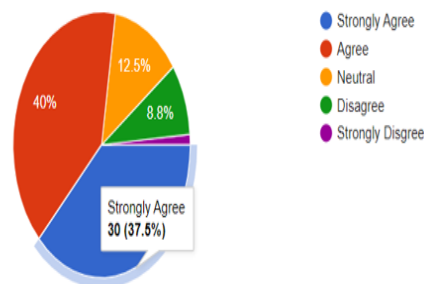
6. I am aware of the fact that any content having plagiarism above 10% is highly punishable.

81 responses



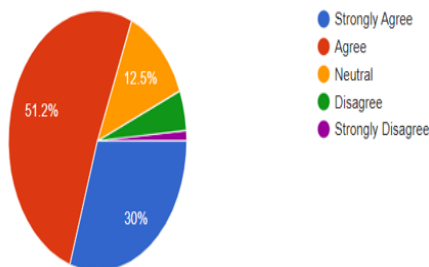
3. I perceive plagiarism to be an unethical.

80 responses



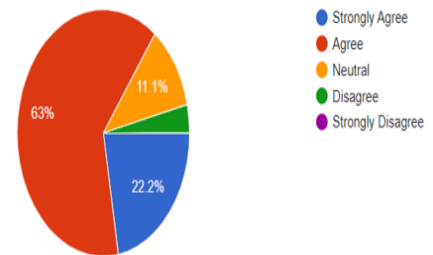
19. I commit that I will not plagiarize as it is a punishable act.

80 responses



20. I would like to attend awareness/ training programmes regarding plagiarism in future.

81 responses



VII. DISCUSSION

The gender distribution of participants revealed 76 (93.8%) female respondents and 5(6.2%) male respondents. Furthermore, 45 students (55.6%) came from the scientific stream. The students in the Arts Stream accounted for 35.8% (29) of the total population, while the number of students in the Commerce Stream was 7, or 8.6%. In addition, 40 respondents were from the first year of B.Ed, whereas 41 were from the second year. The study's findings revealed that 48.8% of pupils strongly agreed that they had heard the term plagiarism. The majority of the students, 50 (62.5%), understood the distinction between resemblance and plagiarism. Nearly 43% of participants admitted to not giving proper acknowledgement to the source when copying stuff from the internet. 26.3% of students had a habit of just copying ideas and putting them in their own words. 41.3% of students admitted to plagiarising because online tools allowed them to accomplish the work in less time. 59.5% of students said that they use the library to prepare assignments, presentations, and dissertations. 34.6% of students agreed with the statement that they have knowledge of plagiarism detecting tools. 39.5% of students considered plagiarism to be unethical. Furthermore, 63% of students reported a wish to attend future plagiarism awareness/training sessions. 59.5% of students reported using the library to prepare assignments, presentations, and dissertations. 34.6% of students agreed to the assertion that they are aware of plagiarism detection programs. 39.5% of students believed plagiarism to be unethical. Furthermore,

63% of students expressed a desire to attend future plagiarism awareness and training programs.

VIII. CONCLUSION

This study investigated how students view plagiarism, how aware they are of it, what causes it, and possible solutions. The results showed that although students acknowledged plagiarism as immoral and detrimental to their education, many did not fully comprehend its numerous forms. Since student instructors will be the ones to mentor future generations, they must be aware of plagiarism. The study's findings also have a number of educational ramifications. In order to maintain academic integrity, educational institutions must acknowledge the need to eradicate plagiarism and take aggressive measures. By providing technical writing instruction, ongoing feedback, and explicit plagiarism policies, educational institutions can help students develop an honest culture. Consequently, this will guarantee equitable ways of assessment and enhance the quality of education. Like any other abnormal behaviour in society, plagiarism may be hard to completely eradicate, but it can be minimised with greater knowledge and positive view.

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