

Student's Plagiarisms in Higher Learning Institutions in the Era of Improved Internet Access: Case Study of Developing Countries

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Abstract

This study investigated students' plagiarism practices in Tanzania higher learning institutions by involving two universities-one public and one private university as a case study. The universities involved have honour code and policies for plagiarism detection however they do not employ software for checking students' plagiarism. The study employed qualitative research approach within the interpretive paradigm. The participants for the case study were purposively selected. Data were collected using focus group discussions and documents analysis (assignments, dissertations and proposal suspected for plagiarism). The findings indicated that plagiarism is a critical problem for the students in sampled universities as assignment submitted during the course of study contains a substantial text that was copied from other sources without acknowledging the original authors. Moreover, study findings also shows that most students had understanding that plagiarism is the academic dishonest, however, this has not stopped them plagiarizing. Factors such as the access of internet, shortage of books, student's laziness and poor academic writing skills played a key role in students' plagiarism at the two universities. Based on these results, the study recommends universities to have adequate resources in particular software for detecting plagiarism. In addition, lecturers/instructors to play their role effectively in educating students about the effects of plagiarism in academic works which to some extent will minimize the problem of direct copying and pasting other peoples' works without acknowledgment.

Keywords: plagiarism, plagiarism software, information, materials, challenge.

1.0 Introduction

Student plagiarism is a known problem facing higher education across the globe. According Gullifer and Tyson (2010) "Plagiarism is perceived to be a growing problem and universities are being required to devote increasing time and resources to combating it" (p. 463). Plagiarism has been rapidly growing in this era of technologies where students are using technology opportunities to acquire someone work and submitting as their own work. This fraud behaviour of students in tertiary higher learning institutions and universities is great concern today in the era of the internet (Eret & Ok, 2014). As result of explosion of plagiarism among university students, many universities in developed countries have been using technologies to combating deceitful plagiarism behaviour of students(Thompsett & Ahluwalia, 2010). Despite the fact that current advancement of technology for detecting plagiarism in many universities of developed world, countries in sub-Saharan Africa are yet not using software for detecting plagiarism. The problem of plagiarism in developing countries is huge in such a way that most assignment in particular, take-home assignments, and thesis/dissertation contain the elements of plagiarism. Our experience (researchers of this study) of marking students' assignments and dissertation/thesis proposal motivated researchers of this study to investigate the root-cause of plagiarism among university students because the practice of student's submitting plagiarised assignments or part dissertations proposals has been growing. The availability of internet sophisticated student plagiarism as improved access to internet motivates the practice. Concise Oxford Dictionary defines the verb Plagiarize as "take (the work or an idea of someone else) and pass it off as one's own" (Pearsall, 2002, p. 962). According to University of Sussex (2005) plagiarism is "using or copying the work of others (whether written, printed or in any other form) without proper acknowledgement in any coursework" (p. 5). These definitions suggest that plagiarism is stealing someone else work and depriving the owner the right of ownership or without acknowledging the authorship. Various authors (Borg, 2009; Eret & Ok, 2014; Sutton, Taylor, & Johnston, 2014)consider this as academic dishonest or collusion for purpose of deceiving and receiving credit or reward for work which is not yours .Plagiarism is also described as "type of academic dishonesty, is often conceived as fraudulent behaviour that diminishes the intellectual property of the original author and rewards plagiarists for their work" (Gullifer & Tyson, 2010, p. 463). Other scholars look plagiarism using legal perspective and they consider it as "an act of theft of the individual ownership of intellectual work" (Gullifer & Tyson, 2010, p. 463); is also "regarded as a violation of intellectual property rights that are protected by copyright laws"(Betts, Bostock, Elder, & Trueman, 2012, p. 71)and has both legal and ethical problem(Shahabuddin, 2009). Scholars also view plagiarism as "a moral and

ethical offense rather than a legal one since some instances of plagiarism fall outside the scope of copyright infringement, a legal offense”(Nicholls & Feal, 2009, p. 52).

Despite availability of software for detecting plagiarism, the plagiarism behaviour has been increasing and new cases are reported globally. Given high enrolment of students in the universities of developing countries and in the absence of software for detecting plagiarism - university lecturers had a difficult task to actually locate the source where students had copied the work. Despite this challenge, intelligent reading of student assignment and thesis during marking, sometimes we are [researchers] shocked by the level of the matching between some student’s assignments. Our experience shows that for larger classes of 500 students there is approximately 100-200 students’ assignments that match as some students have copying from each other. Thus, students have been doing intelligent collusion by changing the paragraphs of the work where the first paragraphs for group one will be the second paragraph and so forth. As result of this style of students’ plagiarism force the assignment marker to reread the previously marked assignment and compare the similarities of the work. This manual checking only help to identify the groups of students who have copied from each other but it will not help the busy lecturers to know the original source of the plagiarised assignments. Due to lack of plagiarism software in our universities (University A¹ where first author teach and University B² where second author teach), we took a further step to check if the work was actually coming from student own construction or it was also copied from the internet. Therefore, we decided to conduct internet search using Google search engine by typing some words in search engine. Results from Google search give us astonishing results as most of the sentences from student assignments and dissertation proposals were copied from internet without paraphrasing or acknowledging the original source. Despite the terrific work of looking where our students extract their assignment, these manual searches of plagiarism give us enthusiasms to investigate what motivate students to plagiarise in the resource constrained higher learning institutions. Although identifying plagiarism is time consuming (Gullifer & Tyson, 2010), doing it is more worth because checking student plagiarism helps students to acquire good academic writings such as paraphrasing, note taking, how to quote and acknowledge resources. Failure of academia to fight plagiarism deny students “opportunity to master these skills [academic writing skills], making academic writing increasingly difficult as they progress through their degree” (Gullifer & Tyson, 2010, p. 464). Therefore, it is important for any lecturers to take the leading role of managing plagiarism in higher education institutions. Building on this view, this study was guided by the following research questions:

- i. What are the motivating factors for students’ act of plagiarism in a resource constrained higher learning institutions?
- ii. How do students ‘teachers perceive plagiarism?

2.0 Literature review

2.1 Why students’ plagiarism?

Literature reports various factors that motivate students’ plagiarism in academia. According to Gullifer and Tyson (2010) and Walker (2009) students plagiarise because: inadequate time to study; fear of failure perceived between actual grade and student’s personal effort; student studying so many courses that results to a lot of work per semester; a believe that student will not caught because lecturers do not have time to read extensively the assignments because of work pressure; motivation of doing well of getting good grade; student feeling of alienation by colleagues; and student individual factors such as age, grade average point, gender and others (Gullifer & Tyson, 2010, p. 465). Likewise Betts et al. (2012) also reported similar factors for student plagiarism but added other factors that are likely to attract student to act plagiarism behaviour. These include: first, if students are not well integrated in the academic community culture in particular lack of orientation on ethics of academia; second, student with part-time job which affects student study time; third, parental pressure that demand students to perform well; fourth, lack study skills; and finally good student-lecture relationship where lecturers are unlikely to punish them for academic dishonest. Despite the support from the literature that personal or individual factors are major reasons for academic dishonest among university students, contextual factors such peer cheating behaviour, peer disapproval of cheating behaviour, and perceived severity of penalties for cheating are reported to be more influential than any other factors (McCabe & Trevino, 1993; McCabe, Treviño, & Butterfield, 2002). There is much correlation between Peer-related factors and student cheating practice in larger compares with more student ration that lecturer in higher learning institutions (McCabe et al., 2002). Despite concern of academic institutions in the negative impact of plagiarism in academic institutions, and the introduction of honor codes (McCabe & Trevino, 1993) to manage plagiarism practices among university students are yet unsolved. Introduction of honor codes and plagiarism policies are reported to lower the academic dishonest in institutions with honor code that the one without (McCabe & Trevino, 1993; Sutherland-Smith, 2013) though the problem is still growing. Off course, managing plagiarism require legal framework which is

¹Synonymy for ethical consideration

²Synonymy for ethical consideration

identified in the university honor codes and plagiarism policies, and these provides penalties for infringements. Apart from using honor codes and plagiarism policies as way of addressing academic dishonest, recently the major focus of higher learning institutions has shift from detecting to addressing the problem through introduction of academic writing skills course although various software to detect plagiarism are still being used. As Pecorari and Petrić (2014) recommended that the best way to address is by “educating students explicitly about plagiarism ... teaching source use and referencing in greater depth” (p. 287). Thus, combating plagiarism is worth activity for academic institutions because it affects the integrity of institutions apart from affecting student growth in intellectualism (Batane, 2010).

2.2 Detecting students plagiarism using manual search viz software

In the globalized world where knowledge sharing is no longer bounded to international borders’ plagiarism is a problem that needs to be scrutinized for purpose defending quality of university graduate and credibility of universities. According to Nicholls and Feal (2009) as “information sharing has become easier, so has plagiarism” (p. 4). Due to the growing internet plagiarism around the world detection of plagiarism either using manual or automated software are likely to provide a solution for internet plagiarism. In developing countries like Tanzania detecting plagiarism without software is terrifically difficult task for busy academic faculty. In the circumstances of lack of automatic plagiarism detection software lecturers have been using manual detection system (Ali, Abdulla, & Sn’asel, 2011; Chong, 2013). According to Ali et al. (2011) manual plagiarism detection approach is mostly used by university lecturers for scrutiny of students assignments. Although the potential of manual plagiarism detection approach is widely agreed in the literature, it is reported to be uneconomical, ineffective and it only serve few documents (Ali et al., 2011; Hage, Rademaker, & Nik’e van, 2010). Another weakness of manual plagiarism system despite ability to detect verbatim plagiarism but it cannot establish the degree of plagiarism or percentage of similarities that can be described as unacceptable in the academia. Despite these challenges of manual plagiarism detection approach the lecturers in the higher learning institutions without automatic plagiarism software are indebted to protect the integrity of the academia; therefore, they have to act to the problem of plagiarism.

Thank you to computer technology which now is providing a positive contribution to address the weaknesses of manual plagiarism where researchers’ have developed automated software for detecting plagiarism in the academia. Automated plagiarism software’s are available from those which are non-commercial to commercial software. Non-commercial plagiarism detection software that can be used by teachers in developing countries where availability commercial plagiarism detection are limited they can use such engines such as “Google, web wombat, internet based options” (Mulcahy & Goodacre, 2004, p. 689). Other softwares include “PlagAware, PlagScan, Check for Plagiarism, iThenticate, PlagiarismDetection.org, Academic Plagiarism, The Plagiarism Checker, Urkund, Docoloc and etc (Ali et al., 2011, p. 163)—for the effeteness of these software read study by Ali et al. (2011). Recently Turn tin is popular commercial automated plagiarism software detection software which is used in many higher learning institutions (Batane, 2010; Mulcahy & Goodacre, 2004; Thompsett & Ahluwalia, 2010; Walker, 2009). Recently Turn ting has become a popular due to the quality of feedback it provides in detecting plagiarism because it “matched text is highlighted using colours, which also indicates the originating source of the match” (p. 689) which is the good evidences for plagiarised works.

2.3 Forms and types of students’ plagiarism

Literature on types of plagiarism is inclusive. Study by (Ali et al., 2011; Barnbaum, 2006; Clough, 2003) classified plagiarism into six categories or forms. These categories are:

- *Copy and paste plagiarism*—this is verbatim copying the text from the source without acknowledging the original authors using a quotation marks;
- *Word switch plagiarism*—this is type of plagiarism where plagiarise take a sentence from the source and change the few words without acknowledging the source;
- *Style plagiarism* – this coping another authors style of reasoning by taking sentence by sentence organization of your thoughts;
- *Metaphor plagiarism* –this is type of plagiarism where someone uses creative style of someone to present his ideas without crediting the original author of the creative style;
- *Idea plagiarism* – this is the practice where you take someone’s idea or solution proposed by another person and using it as your own creativity without crediting the author; and
- *Plagiarism of authorship*: this is a form of plagiarism where student directly put his name on someone else work (Ali et al., 2011; Barnbaum, 2006; Clough, 2003).

Nicholls and Feal (2009) identified four forms of plagiarism. First submitting assignment or paper written by someone else as yours; second, failure of student to acknowledge the paraphrased or repeated words; third,

taking particularly apt from someone writing without acknowledging; and lastly, paraphrasing someone arguments or presenting using his line of thinking without crediting the source (Nicholls & Feal, 2009).

In a recent survey study done by Turnitin (2012) reported ten types of plagiarism act conducted by students:

- *Clone*: an act of submitting another's work, word-for-word, as one's own;
- *CTRL-C*: a written piece that contains significant portions of text from a single source without alterations;
- *Find-replace*: the act of changing key words and phrases but retaining the essential content of the source in a paper;
- *Remix*: an act of paraphrasing from other sources and making the content fit together seamlessly;
- *Recycle*: the act of borrowing generously from one's own previous work without citation; to self-plagiarize;
- *Hybrid*: the act of combining perfectly cited sources with copied passages—without citation—in one paper;
- *Mashu*: a paper that represents a mix of copied material from several different sources without proper citation;
- *404 error*: a written piece that includes citations to non-existent or inaccurate information about sources;
- *Aggregator*: the “aggregator” includes proper citation, but the paper contains almost no original work; and
- *Re-Tweet*: This paper includes proper citation, but relies too closely on the text's original wording and/or structure (plagiarism.org, 2012; Turnitin, 2012, p. 4).

Lack of common agreement in the literature on the forms and types of plagiarism, the literature (Batane, 2010; McCabe et al., 2002; Mulcahy & Goodacre, 2004; Pecorari & Petrić, 2014) literally agrees that plagiarism is an act using someone ideas, work, art as your own without crediting the original source or author.

2.4 Students perceptions on plagiarism

There is assertion in the literature that students' plagiarism can be either deliberate or unintentional (Hage et al., 2010; Löfström & Kupila, 2013). Unintentional plagiarism happen when students do not have or not trained on how to credit authors (Pecorari & Petrić, 2014). According to Fish and Hura (2013) students believe that plagiarism coping larger section of someone work is serious act of plagiarism and coping few words is not a serious problem. Scanlon and Neumann (2002) observed that student perceive that “plagiarism as more commonplace” from their peers (p. 383); when student learn that peers have cheated in their assignment they are likely to commit act of plagiarism (Fish & Hura, 2013). The similar findings was also reported by (Löfström & Kupila, 2013) as 30% of students agreed that the practice of using exact word from another source is an act of plagiarism. Batane (2010) reported an interesting findings as 75% of students reported that they plagiarise because of laziness and they do not feel plagiarism as unethical. Students also believe that internet resources are more organised and tempting to plagiarise and also universities and faculties are not serious in enforcing plagiarism penalties (Batane, 2010; Walker, 2009). Additionally, Power (2009) reported that students feel plagiarism as external issues because their professors do not teach it and therefore they “saw the issue [Plagiarism] as outside of themselves, or externalized, they often felt little agency over issues surrounding plagiarism” (p.657) on one hand; on other hand sometimes university lecturers also believe students commit act of plagiarism because they are lazy and they do not read, and some are not following the academic morals of crediting sources (Power, 2009). However, literature suggests that there is a blame game between faculty members and students on act of plagiarism. Future research should focus on the way of addressing the problem of plagiarism instead of blame game.

3.0 Methodology

This study employed case study research design within qualitative research approach informed by interpretivism paradigm (Cohen, Manion, & Morrison, 2011) to explore the extent to which students' plagiarism and the motivations for plagiarism. The study involved student-teachers studying undergraduate courses and postgraduate students who were at proposals/dissertations stages. Participants were purposively selected by requesting a student whose assignments and proposals or thesis drafts were suspected of plagiarisms to participate in focus group discussions. First, the researchers during marking they identified the assignments that were suspicions of being plagiarized by manually typing and the paragraphs of suspected sentence in Google search engine. During the identification the researcher from University A identified 123 assignments as suspicious of plagiarism among 320 students undergraduate assignments and 6 out 10 postgraduates proposals were identified for possible plagiarism act while at University B a total of 49 students assignments out 121 were suspected of plagiarism act. Second, researchers' compared the students assignments suspected of plagiarism with the original sources from the internet where students copied the work or from students themselves and

marked as plagiarised assignment. Thirdly, student consent was requested to participate in the study. Assignments and proposals of students who acquiesced to be involved in this study were used to extract samples of plagiarised works and followed by focus group discussions. Four (7 students per each group) focus group discussions were conducted with total of 28 participants from University A. Also four focused group discussions with 28 students (7 students per group) from University B participated in the study. The focused group discussions were audio recorder using a digital voice recorder with the consent of the participants. The researcher used synonyms for both students and institutions for purpose of maintaining confidentiality and research ethical issues (Diener & Crandall, 1978).

3.1 Data collection and analysis procedures

The data were collected using documents (students' assignment and dissertations proposals) and focused group discussion guide (see Appendix 1). The data from documents were grouped according to plagiarised paragraphs copied from internet or other students' works word by word were used to demonstrate the extent of plagiarism at the two universities. This approach of word by word was used because of lack plagiarism detection software. Focussed group discussion data were transcribed. Verbatim and themes were identified for analysis. The analysis involved both sematic and latent level (Buetow, 2010; Yardley & Joffe, 2004). Trustworthiness of study's findings were ensured by member checks, peer review or scrutiny and stepwise replication strategy (Anney, 2014; Guba, 1981).

4.0 Results and discussions

4.1 Extent of students' plagiarism

The study investigated the extent of students' plagiarism using their assignments and dissertation proposals they had submitted for grading. Due to lack plagiarism software in university A and B we used manual approach to detect the suspiciously plagiarised assignments and dissertation proposals. However, our experience (researchers of this paper) showed that there were some manual clues that were likely to be useful for detecting plagiarism in particular for students whose English is the second language, and have inadequate Information and Communication Technology (ICT) skills. The first clue that helped academic faculty to detect plagiarism was to read critically and reflect on the quality of English grammar of the assignments submitted. Our experience suggests that because students have been coping from internet, the plagiarised paragraphs are usually grammatically correct and sometimes do not link well to other paragraphs in terms of coherence of ideas and English grammar. Secondly, due to low level of ICT skills sometimes students leave some signs of the links or sources where the plagiarised work was copied such as active hyperlink and paragraph that easily suggesting the studied copied from someone else portable document format (pdf). The following extracts are taken from students' assignments to exemplify the extent of plagiarism in the sampled universities where students have been submitting word by word the work of other students or from the internet. The findings indicate that clone type of plagiarism was the most used with comparison to others. For instance, Kalamu (not a real name) student from university B submitted a plagiarised work from different sections using different sources as his assignment.

Box 1: Extract of student plagiarised work and original work

Original work	Plagiarised assignments
<p>According to Reid (2006), attitudes express our evaluation of something or someone. They are based on our knowledge, feelings and behavior and they may influence future behavior. A target is essential for attitude. Our attitude is always directed towards something or someone. Attitudes are highly composite and they can affect learning comprehensively. Attitudes influence performance and performance in turn influences attitudes including attitudes (copied from article by Mubeen, Saeed, Arif, 2013).</p>	<p>According to Reid (2006), attitudes express our evaluation of something or someone. They are based on our knowledge, feelings and behavior and they may influence future behavior. A target is essential for attitude. Our attitude is always directed towards something or someone. Attitudes are highly composite and they can affect learning comprehensively. Attitudes influence performance and performance in turn influences attitudes including attitudes. (Kalamu Undergraduate student, independent study proposal student from University B)</p>

The extract in box 1 indicates clearly that the student copied paragraph word by word from Mubeen, Saeed, and Arif (2013) paper without acknowledging or referencing properly. The similar student also copied from (Mohamed, Ibrahim, & Waheed, 2011) paper word by word (see Box 2).

Box 2: Extract of student plagiarised work and original work

Original work	Plagiarised assignments
The knowledge of mathematics is an essential tool in our society (Baroody, 1987). It is a tool that can be used in our daily life to overcome the difficulties faced (Bishop, 1996). Due to this mathematics has been considered as one of the most important core subject in a school curriculum. More mathematics lessons are likely to be taught in schools and colleges throughout the world than any other subject (A. Orton, D. Orton, & Frobisher, 2004). However, the standard tests and evaluations reveal that students do not perform to the expected level. The student under achievement in mathematics is not just a concern for particular countries, but has become a global concern over the years (Pisa, 2003) (copied from article by Mohamed, Ibrahim, A., & Waheed, (2011).	The knowledge of mathematics is an essential tool in our society (Baroody, 1987). It is a tool that can be used in our daily life to overcome the difficulties faced (Bishop, 1996). Due to this mathematics has been considered as one of the most important core subject in a school curriculum. More mathematics lessons are likely to be taught in schools and colleges throughout the world than any other subject (A. Orton, D. Orton, & Frobisher, 2004). However, the standard tests and evaluations reveal that students do not perform to the expected level. The student under achievement in mathematics is not just a concern for particular countries, but has become a global concern over the years (Pisa, 2003). (Kalamu Undergraduate student, independent study proposal student from University B).

In the similar vein another student also cloned from the internet and submitted a paragraph as his own work (see Box 3).

Box 3: Extract of student plagiarised work and original work

Original work	Plagiarised assignments
In 1978, the National Science Foundation (NSF) commissioned various studies to assess the state of mathematics instruction. One case study provided a snapshot of a mathematics class that was repeated by nearly every observer (Fey, 1979) (copied from article by Dickey, 1997).	In 1978, the National science Foundation (NSF) commissioned various studies to assess the state of mathematics instruction one case study provided a snapshot of a mathematics class was repeated. (Swala, Undergraduate student, independent study proposal student from University B).

Yotam a student from university B also plagiarised from internet by copying a paragraph and submitted it as his own work (see Box 4).

Box 4: Extract of student plagiarised work and original work

Original work	Plagiarised assignments
The topic for this study cuts across more than one substantive area in the review of the literature. However, its framework is premised on a strong thematic organization based on the social construction of gender and its impact on the type of education offered to girls from 1900–1990 (copied from article by Marais, n.d).	<i>The topic for this study it is detailed across more than one substantive area in the review of the literature however its framework is premised on a strong relating to a subject. (Yotam, Undergraduate student, independent study proposal student from University B).</i>

Study findings indicated that graduate students are also trapped to problem of copying word to word from the thesis of another student's work which had been submitted in another university (see the extract box 5, 6, 7 and 8).

Box 5: Student plagiarised extract and original work source

Original work	Plagiarised work
To achieve Universal Primary Education (UPE) by 2015, nearly 80 million new places in schools need to be created to accommodate all children. In April 2000, 184 countries participated in the World's Educational Forum in Dakar- Senegal and adopted the Dakar Framework for Action to reaffirm the commitment to achieving Education for All (EFA) by the year 2015 (copied from article by Johnson, 2011).	To achieve Universal Primary Education (UPE) by 2015, nearly 80 million new places in schools need to be created to accommodate all children. In April 2000,184 countries participated in the World's Educational Forum in Dakar- Senegal and adopted the Dakar Framework for Action to reaffirm the commitment to achieving Education for All (EFA) by the year 2015. (Kukowile, Masters of education student from University A).

Box 6: Extract of student plagiarised work and original work

Original work	Plagiarised work
Loucks-Horsley and Matsumoto (1999) argued that teachers' understanding of the content of their teaching subject "is a key to learning how to teach subject matter so that students understand it. Teachers cannot help students understand what they themselves do not understand" (p. 262). In other words, effective science teaching requires teachers to be knowledgeable about the science content they are going to teach in schools (Ferguson & Womack, 1993; Segall, 2004). Other literature agrees that teachers with an in-depth understanding of subject content matter are more effective than teachers with limited subject content knowledge (Darling-Hammond et al., 2001; Ferguson & Womack, 1993), and students taught by teachers with a profound knowledge of the content perform better in science and mathematics than those with less knowledge of the subject content (Haycock, 1998) (copied from article by Anney, 2013)	Loucks-Horsley and Matsumoto (1999) argued that teachers' understanding of the content of their teaching subject "is a key to learning how to teach subject matter so that pupils understand it. Teachers cannot help students understand what they themselves do not understand" (p. 262). In other words, effective literacy teaching requires teachers to be knowledgeable about the literacy content they are going to teach in school (Ferguson & Womack, 1993; Segall, 2004). Other literature agrees that teachers with an in-depth understanding of subject content matter are more effective than teachers with limited subject content knowledge (Darling-Hammond et al., 2001; Ferguson & Womack, 1993), and pupils taught by teachers with a profound knowledge of the content perform better than those with less knowledge of the subject content (Haycock, 1998). (Kipangawa, Master of education student, second draft dissertation, from university A)

More examples are shown in boxes 7 and box 8 whereby the student copy directly from another source but tried to change the position of authors cited by word switching. This style is probably used to trick the lecturers and give them hard time to identify the act of plagiarism.

Box 7: Extract of student plagiarised work and original work

Original work	Plagiarised work
Conflict within a team sports at both amateur and elite level is a likely occurrence at some point! Conflict can arise among members of sports teams which may negatively impact individual and team performance (Laius & Tzetzis, 2005). Moreover, team development theories (Gesick, 1988, 1989; Tuckman, 1965) suggest that team conflict has important influences on the ability for team members to interact effectively over time. Conflict within a team may occur when two or more people have incompatible goals and, one or both believe that the behaviour of the other will prevent his or her goal attainment (Laouis & Tzetzis, 2005) (copied from article by Naughton, 2013).	Conflict can arise among members of sports teams which may negatively impact individual and team performance (Thomas & Schmidt, 2005). Moreover, Schafer (2006) stipulated that football clubs team conflict has important influences on the ability for team members to interact effectively over time. Conflict within a team may occur when two or more people have incompatible goals and, one or both believe that the behaviour of the other will prevent his or her goal attainment (Thomas & Schmidt 2005). (Mpira, Master of Education Student, First Draft Dissertation, From University A)

Box 8: Extract of student plagiarised work and original work

Original work	Plagiarised work
As Neale (1964) famously noted, the essence of football is the uncertainty of outcome associated with a contest between two teams. It is this uncertainty that draws so many people, groups, and organisations to football (copied from article by Hamil & Chadwick, 2010).	The essence of football is the uncertainty of outcome associated with contest between the two teams (Guest, 1997). It is uncertainty that draws so many peoples, groups and organizations to football. (Mpira, Master of Education Student, First Draft Dissertation, From University A).

Study findings indicated that apart from copying from internet students have been plagiarising from their colleagues as they have submitted works that are alike. See the examples in boxes 9, 10, and 11 whereby the student copied from another student. This has become a challenge to the instructors to identify the one who has copied to the other

Box 9: Scanned of students containing similar references for both students

REFERENCES:

Bush, T and Heystek, J (2003): School governance in New South Africa. Port Elizabeth

UN (1948): United Nations Universal Declaration of Human rights. SISU. Paris

UNESCO (2000): Dakar Framework for Action; Education for All. Graphoprint. Paris

URT (1999): The National Framework on Good Governance, President's Office, Planning and Privatization. Dar es Salaam

URT (2000): Secondary Education Master Plan. Dar es Salaam

URT (2007): Program in support of SEDP. African Development Fund. Dar es Salaam

URT (2004): SEDP; Resettlement policy Framework. Das es Salaam

URT (2010): SEDP II (2010-2014), Environmental and social management framework. Dar es Salaam

URT (2001): BEMP; Medium Term Strategic and Program framework (2000-2005). Dar es Salaam

URT (1978): The National Education Act 1978. Dar es Salaam

URT (1995): National Education Act Amendment 1995. Dar es Salaam

REPOA (2008): The Impact of Reforms on Quality of Primary education in Tanzania. Dar es Salaam

Copied from [scribble]!
See me!

(Kamali, undergraduate student take home assignment from University A).

REFERENCE

URT (2010): SEDP II (2010-2014), Environmental and social management framework. Dar es Salaam

URT (2001): BEMP; Medium Term Strategic and Program framework (2000-2005). Dar es Salaam

UN (1948): United Nations Universal Declaration of Human rights. SISU. Paris

UNESCO (2000): Dakar Framework for Action; Education for All. Graphoprint. Paris

URT (1999): The National Framework on Good Governance, President's Office, Planning and Privatization. Dar es Salaam

URT (2000): Secondary Education Master Plan. Dar es Salaam

URT (2007): Program in support of SEDP. African Development Fund. Dar es Salaam

URT (2004): SEDP; Resettlement policy Framework. Das es Salaam

URT (2010): SEDP II (2010-2014), Environmental and social management framework. Dar es Salaam

URT (2001): BEMP; Medium Term Strategic and Program framework (2000-2005). Dar es Salaam

URT (1978): The National Education Act 1978. Dar es Salaam

URT (1995): National Education Act Amendment 1995. Dar es Salaam

REPOA (2008): The Impact of Reforms on Quality of Primary education in Tanzania. Dar es Salaam

Copied from [scribble]!
See me!

(Jangala, undergraduate student take home assignment from University A).

Box 10: Scanned works containing similar information word by word between two students

2.Theories related to Emotional development

The general assumption of the theory:

- Presents a developmental view of peoples emotional lives in stage.
- The theory of emotional development was developed by Erik Erikson's

Other assumptions

- Less emphasis on sexual urges
- More emphasis on rational ego
- More positive adaptive view of human nature
- Development continues through adulthood

Stages of development according to Erik Erikson

- Learning basic trust versus basic mistrust (0-18) month
- Learning autonomy versus shame or will (2-3) years
- Learning initiative versus guilt or purposes (3-5) years
- Industry versus inferiority or competence (6-11)
- Learning identity versus identity diffusion or fidelity (12-18) years
- Learning intimacy versus isolation or love (19-40) years
- Learning generativity versus self-absorption or care (40-65) years
- Integrity versus disparity or wisdom (65-death)

Strength (Relevance of the theory)

- Emphasis on rational and adaptive nature
- Emphasis on interaction of biological and social influences
- Influenced research into adolescence and adulthood

Criticism (Weakness) of the theory

- Sometimes vague and difficult to test
- Describes human personality development but does not explain how development occurs

Implications to educational context

- Encourages initiative in young children
- Stimulate identity exploration in adolescence
- Examine your life as a teacher through the lens of Erikson's eight stages (Gratz and Bouton 1996)

9/15
Copied from [scribble]!
See me!

(Kitumain, undergraduate student group work assignment from University A).

2.Theories related to Emotional development

The general assumption of the theory:

- Presents a developmental view of peoples emotional lives in stage.
- The theory of emotional development was developed by Erik Erikson's

Other assumptions

- Less emphasis on sexual urges
- More emphasis on rational ego
- More positive adaptive view of human nature
- Development continues through adulthood

Stages of development according to Erik Erikson

- Learning basic trust versus basic mistrust (0-18) month
- Learning autonomy versus shame or will (2-3) years
- Learning initiative versus guilt or purposes (3-5) years
- Industry versus inferiority or competence (6-11)
- Learning identity versus identity diffusion or fidelity (12-18) years
- Learning intimacy versus isolation or love (19-40) years
- Learning generativity versus self-absorption or care (40-65) years
- Integrity versus disparity or wisdom (65-death)

Strength (Relevance of the theory)

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Copied from [scribble]!
See me!

(Kilamo, undergraduate student group work assignment from University A).

Box 11: Scanned works containing similar information but with omission of some ideas between two students

<p>School Governance; This refer to the process of giving or creating rules, regulation, policy, so as to implement and evaluate the effectiveness and efficiencies of education which will guide and govern the actions of the school and its members.</p> <ul style="list-style-type: none"> ✓ It giving directives to the members of school to deal with overseeing policy and rules as planned by expert of education matters. <i>copied</i> ✓ It done by the school governing boards i.e. school committee and school boards. ✓ In Tanzania environment number of to school including several stakeholders ranging from Ministry level to District level, all have to receive directives so as make educational affairs goes well, it including <ul style="list-style-type: none"> ➢ Regional Educational Officers. ➢ District Education Officers. <p>Legal aspect; According to Oxford University Press, this refer to the situation which permitted, based or required by the laws. <i>copied</i></p> <p>School governance doesn't take place in vacuums but rather than; it occurs within the context of laws, regulations, administrative instruction and directives issued by the Ministry of Education and Vocational Training and government.</p> <ul style="list-style-type: none"> ✓ It defines the structure and ability of school to operate or functions in which policy and rules are implemented. <i>copied</i> ✓ The government responsible to evolve powers to individual and agencies to establish school and operate them. <p>These laws and regulations derived from education policy determine how schools are managed, that is why public and private schools have to operate within the laws boundaries.</p> <p>Education Policies; This refer to the general plans which laid down by the government embracing the general objectives or goals and procedures in provision of education, for educational policies to be achieved, laws should be implemented in form of acts, decrees, and ordinances. <i>copied</i></p> <p>(Anna, undergraduate student group work assignment from University A).</p>	<p>School Governance; This refer to the process of giving or creating rules, regulation, policy, so as to implement and evaluate the effectiveness and efficiencies of education which will guide and govern the actions of the school and its members.</p> <ul style="list-style-type: none"> ✓ It giving directives to the members of school to deal with overseeing policy and rules as planned by expert of education matters. <i>copied</i> ✓ It done by the school governing boards i.e. school committee and school boards. <i>copied</i> ✓ In Tanzania environment number of to school including several stakeholders ranging from Ministry level to District level, all have to receive directives so as make educational affairs goes well, it including <ul style="list-style-type: none"> ➢ Regional Educational Officers. ➢ District Education Officers. ➢ Teachers. ➢ Parents. ➢ Students. ➢ Donors (internal and external donors). <p>These directives can be categories in to two ways, such as</p> <p>Inclusivity Directives; This refer to the process whereby stakeholders share in the whole process of decision making about school instruction, examples parents, teachers, students, non government organizations.</p> <p>Decentralization Directives; This refer to the process of delegating power of responsibility to those stakeholders who have knowledge on the exactly situation of education, this is done from top level to down level, example from Ministry of education to Regional or District Education Officers to the community level according to level of education system.</p> <p>Legal aspect; According to Oxford University Press, this refer to the situation which permitted, based or required by the laws. <i>copied</i></p> <p>(Caesium, undergraduate student group work assignment from University A).</p>
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There is a lot of data about either students copying from the internet word to word and submitting to the course instructors/lecturers as their own work which is commonly known as cloning. Also students have been plagiarising from their colleagues in such a way that lecturers have been marking similar works. The extent of plagiarism has been found enormous as almost 173 out of 453 students' assignments and dissertations/theses are suspicious of plagiarism. The simple forms of plagiarism such as cloning and CTRL-C are easily detectable if lecturers could spare the already scares time to uncover this fraud behaviour. The researchers of this study after knowing the extent of plagiarism, they conducted focus group discussions with students who have plagiarised. The findings are presented in the next sections.

4.2 Students' knowledge about plagiarism

Study findings indicate that student-teachers had heard about plagiarism while at the universities. For instance, during the focus group discussion, 39 student-teachers out of 56 (69.64%) claimed to have heard their lecturers/instructors talking about plagiarism during lecture hours but not in details what warrant a plagiarism; while 17 student-teachers out of 56 (31.36%) did not. This findings suggest that majority of the students had knowledge despite the fact that their works such as assignments, group works, and dissertations/theses included materials from various sources of information without acknowledgment. These views supported by participants' narrations from verbatim were also important. Kitaku, student from university A claimed that: "*plagiarism is the way of taking things [written materials] which are not yours without having permission of someone who owns that thing*" (Kitaku student from university A, focus group discussion). Similarly, another student reported that "*In my idea, I know that is the situation where someone can take some written materials and pretend to be his/hers without permission. It is the same as we copy and paste from the internet*" (Ali, student from university B, focus group discussion). Another student claimed that plagiarism is taking someone's work as yours. For example, Juguna narrated that "*If somebody takes someone's work and make it his/hers that is plagiarism*" (student, from university A focus group discussion).

Students also put culpabilities to their lecture for their act of plagiarisms. They claimed that lecturers talk about plagiarism but they don't teach or talk in details about plagiarism. One student commented:

... Ahhh! As my fellow said we have already heard about it but our lecturers have not yet explained to us in detail. They just tell us not to plagiarize because you may be regarded as a thief of some one's work. It is like stealing the ideas of others from the internet who prepare that work without permission. (Kamau, student from university A, focuses group discussion)

Another student added that:

... Yes, some of the lecturers do share with us about the issue of plagiarism but others not. I think this is not fair. We are here to learn, so all of them should speak one language about plagiarism from the beginning in order to make us understand the concept. (Kikawa, student from university B, focuses group discussion)

The culture of lecturers not talking about plagiarism seems to be a main problem among university lecturers as another student elaborated that:

... Ahhh! Here we have already heard about it but our lecturers have not yet explained to us in detail. They just tell us not to plagiarize because you may be regarded as a thief of some one's work. Meaning that you will be regarded as a thief of others ideas who prepare that work. (Hawa, student from university A, focus group discussion)

Similarly another student commented:

Some of the lecturers do speak about plagiarism with assumption that we students understand what plagiarism is ... Cough ... They just caution us not to plagiarise. We are just told to cite the references to avoid plagiarism but really no one has explained to us clearly. (Safari, student from university A, focus group discussion)

These students views implies that there is a need for higher institutions where this study participants were drawn to develop a course or programme that would provide a support to students on how to address the sources used in academic works.

4.3 Students understanding of plagiarism effects

The study also investigated whether the students were aware of the effects of plagiarism in academic works. The results indicated that some of the students knew its effects and others did not know. It was strange to find out that those who knew the effects continue to plagiarize. For example Rehema claimed that:

Cough Yes, there are some effects in plagiarism. For example, if the responsible person knows that you have taken his work without permission he can accuse you for stealing that material because she/he used his/her time and money to prepare that work or he/she can take you to court. (Rehema, student from university B, focus group discussion).

Another student elaborated that:

Yah ... I know the impact of plagiarism because if lecturers caught you, you will be embarrassed... if the responsible person knows that you have taken his/her work without permission he can accuse you for stealing that material ... because he used time and money to prepare that work ...Yah sometimes if you do not show the source of information lecturers do deduct our marks or give you zero. (Kamal, student from university B, focus group discussion)

Furthermore, there were students who did not know the effects of plagiarism in academic institutions. For example, Rose a student from university A elaborated that:

Not actually ... this is not known to most of us whether it has an effect or not. Lecturers have not yet told us about its effects and the students are not aware of it. This is a challenge that we have here at the university because students do not know about it. So, the advantages and disadvantages are not known by most of the students. (Joseph, student from university A, focus group discussion)

From the findings one can find that student-teachers did plagiarise while knowing its effects. This suggests that students also plagiarise knowingly despite their understanding effects of plagiarism.

4.4 Culture of plagiarism among university students

Furthermore, the study examined if the students had the habit of plagiarizing at the two universities. The study asked students if they have plagiarised in their academic life other than this assignments they had submitted for this study. Results showed that 49 (87.5%) students out of 56 claimed to have plagiarised before, while 7(12.5%) students have never plagiarised. One student claimed that:

Honestly I used to plagiarise ... because I fail to translate that language [English text] from the internet where I got that knowledge [text]. ... Because I need to transfer that knowledge [text] to be mine, so I take it as it is and make slight changes on it. (Taturu, students from university A, focus group discussion)

Another student also explained that language was a barrier that forces him to be involved in the act of plagiarism.

Yes, language is problem to me. I am not competent on it. So if I get material I cannot explain it in English, and if I write then my English is poor. So I copy each and everything without changing anything in order to get good mark. (Kakawili, student from university B, focus group discussion)

These students' views suggest that language is also a contributing factor to students' plagiarism. Another student added that:

To me, I can say yes, because I am a student studying science subjects and they are difficult. Therefore, without plagiarism it is difficult for me to perform well. So, in some cases I do plagiarize to make sure that I get what I want. As you know at our university we do not have enough facilities such as books, journals, newspapers and library to ensure the students study in an effective way. So, I have to plagiarize in order to get something that will support my work. (Kimami, student from university A, focus group discussion)

Students claimed that plagiarism simplify doing of assignments because they can easily use their laptops instead of visiting library for resources. For instance, Mchepuko reported that *“to me plagiarism simplifies my work because I don’t have time to go to the library despite the fact that the books are there. So, most of the time I use my computer to do almost everything”* (Mchepuko, student from university B, focus group discussion). Likewise, Himay another student from university B also stated that:

... One day I went to our main library. I did not find the book that I wanted. I wasted a lot of my time in there. So I think even if I go there again I will not get what I want. For me internet is my saviour because everything is there. What a matter is internet connection, and we have it here at the college of education, you copy in net book you’re done! (Kwapua, student from university B, focus group discussion)

In another development, some of the students claimed to have never plagiarised. They said that some of the lecturers were serious with plagiarised works when Kahu said:

I don’t have that habit. At the end of my work I usually show where I got the materials. For instance, in leadership course you must show the sources of the information because the lecturer is serious about it.

He does not like us to plagiarise. (Kahu, student from university A, focus group discussion)

From the findings it can be noted that students had habits of plagiarising not only because of shortage of reading materials and time but also they find simple to copy and paste from the internet since they were lazy.

4.5 Motivating factors leading to students plagiarism

Despite their laziness students also claimed that shortage of books, lack of reading culture, and poor skills in acknowledging sources of information were among the reasons for them to plagiarize. One student exemplified that:

Yes, lack of resources makes students plagiarize. For example, in my university [A] the library is very small and it does not have enough books to satisfy the students’ need that is why they do get materials from other places such as internet or from other universities and lecturer notes. So plagiarism will remain because of lack of resources. (Kakula, student from university A, focus group discussion)

Another student claimed that

Sometimes I go to the library but do not find appropriate reference books. What I do is just copy notes given by lecturers and tries to add some few words so that the work looks like mine but in reality it is copying. In addition to that, I do copy notes from other universities and pretend to be mine. This is wrong, I know but I do it. (Matatu, student from university B, focus group discussion)

Lack of resources was a major concern raised as Weal argued:

Ahhhh, yes, our library is not well equipped and there are many reasons why we are doing so but we have to do that in order to make our works good and get good marks. Yaaaa, we try to take materials, exchange them, Yaaaa it is done in that way”. (Weal, student from university B, focus group discussion)

Students also described that lack of skills on how to acknowledge sources of information caused students to unintentionally plagiarise. Joseph reported that:

I think ... but plagiarism is not only caused by lack of resources but also ignorance. Sometimes materials are available but when you use them without I mean aahh... I mean aaah without referencing them you are plagiarizing. Some of us do not have knowledge on what to do so that is why we plagiarize. (Joseph, student from university B, focus group discussion)

Another student added that:

Aaah, yes, another factor is we are very new in academic therefore, we sometimes think that if you take the material without acknowledging for us it seems like it is our original ideas. It is illegal but we do it without knowing and sometimes we think that if I come with much material it is a sign of prestige that you are good while you are not. (Lulu, student from university A, focus group discussion)

Students’ inadequate skills were also observed in their assignments they have submitted. The examples of reference lists written by the students in their individual assignments and group works from university A were incorrect and not according to APA referencing style (See the box 1).

Box 1: samples of reference list by students

Jtmadhavn.file.wordpress.com/2009/11/learning-by-doing.
<http://www.ask.com/question/rolesof a teacher in school> retrieved of Friday 30 may 2013.
www.google.com
www.unesco.com
UNESCO.org (2009).Definition of curriculum planning.
Nurse Educ Today (1989) Dec; 9(6): 402-7.Definition of curriculum.

Apart from lack of skills and resources student also reported that they were not motivated to go to the library to access resources. For example, Kiki reported that “*The reality is that we students are lazy. We do not want to work hard. What we think is just to get marks*” (Kiki, student from university B, focus group discussion).

The similar views were also raised by Kakuru:

To me if I have many assignments to do I copy from my friends but I change the arrangement of the paragraphs. For example, if my friend’s paragraph is two then I make mine four in order for the lecturer not to realize. But this is not possible in group works because it is easier for the lecturer to detect. (Kakuru, student from university B, focus group discussion)

These findings suggest that apart from lack of support to learners, students also plagiarise unintentionally.

6. Discussion and Conclusion

Despite absences academic writing courses honoured to teach how to acknowledge resources in this studied institutions, some students have basic understanding about plagiarism and its impact in academia although they have not stopped doing act of plagiarisms. This implies that some students were intentionally conducting plagiarism practices which can be attributed to moral problems. Plagiarism attributes to moral problem—therefore universities have the role to impart good moral manners to the learners including academic honesty. This views are in line with those of Batane (2010) who argued that “apart from imparting academic knowledge to students, universities and colleges have a responsibility to impart moral and ethical values to students. Plagiarism is morally wrong; therefore, students should be discouraged from engaging in it” (p. 2). Study findings also suggest that sometimes because of inadequate knowledge on how to acknowledge resource students have been trapped to unintentional plagiarism. Mulcahy and Goodacre (2004) tasked the higher learning institutions to develop guidelines to students and staff on how to overcome both intentional and unintentional plagiarism. In their study McCabe and Trevino (1993) reported that the use of honour codes is an ideal solution to control plagiarism among students because it establishes penalties for the academic dishonesty among students.

Of course these study findings indicate that some lecturers do not take seriously the act of plagiarism and this has compounding implications because it promotes the culture of plagiarisms. For instance, in the case where three pages of work was presented without acknowledgement or reference list was wrong but the responsible person kept quiet without feedback. To some extent this can be interpreted that some of the lecturers/instructors did not play their role effectively. Lecturers should develop culture of addressing the problem of plagiarism in particular of direct coping word by word as observed in some of the student assignments. Findings from this study were similar to those of (Ali et al., 2011; Barnbaum, 2006; Clough, 2003) in the first category that coping the text from the source without acknowledging the original authors or improper citations.

Despite the fact that students claimed to have shortage of books and much assignment as the reasons for plagiarism this study is of the view that students laziness and unserious lecturers, lack of plagiarism detection software are contributing factors to act of student plagiarism because students plagiarise without serious effects on their academic prospect. Fish and Hura (2013) observed that student unlikely to commit academic dishonest if the penalties are known and reports on other students who committed academic honest are shared in the colleges.

7. Implication and Recommendation

Universities of developing countries are in brink of moving to technology oriented plagiarism detection software instead of old traditional approach that could not broadly assist to detect severity of plagiarism. Plagiarism is a serious problem to the doom of higher learning institutions because it is going to defeat the purpose of higher learning education. Thus, the idea the high education is for developing critical mind that learners go beyond reproducing and creating new frontiers of knowledge will be missed if addressing the plagiarism problem will not be part and parcel of university culture. Therefore, this study recommend to the higher institutions in developing countries to establish honour codes for plagiarism for students and lecturers to improve the quality of education. Additionally, despite their difficulty working schedules lecturers should assign the scarce time to check assignment for plagiarism.

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