

The Prevalence of Plagiarisms and its implication to quality of  
education: The case of Addis Ababa University

Addisu Berhe

A thesis Submitted to  
Institute of Educational Research

Presented in partial fulfillment of the requirements for the degree of  
Master of Arts (Educational Research and Development)

Addis Ababa, Ethiopia

June, 2012

**Addis Ababa University School of Graduate Studies**

This is to certify that the thesis prepared by Addisu Berhe entitled: *The Prevalence of Plagiarism and its implication to quality of education: The case of Addis Ababa University* and submitted in partial fulfillment of the requirements for the degree of Master of Arts (Educational Research and Development) complies with regulation of the university and meets the accepted standards with originality and quality.

Find by Examining committees:

Mulu Nega (Ph. D)

Internal Examiner



Signature

18/07/12

Date

Getachew Aduga (Ph. D)

External Examiner



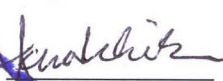
Signature

18/07/12

Date

Desalegn Chalchisa (Ph. D)

Advisor



Signature

18/07/12

Date



Addis Ababa, Ethiopia

June, 2012

## ABSTRACT

*The Prevalence of Plagiarism and its implication to quality of education: The case of Addis Ababa University.*

*Name Addisu Berhe*

*The intent of this study was to assess the Prevalence of Plagiarisms and its implication to quality of education: The case of Addis Ababa University. Both quantitative and qualitative data were collected through questionnaires, interviews and participant's observers. A sample of eight departments was selected randomly among 40 postgraduate studies. A sample of 163 students participated from 483 postgraduate students of regular and extension program; besides 9 instructors were interviewed. The data were analyzed using Percentages, means and standard deviation. The findings reveal that internet plagiarisms and plagiarisms due poor understanding of in text citation, paraphrasing and referencing prevail most due to intentional plagiarism act of pressure to succeed and unintentional act of poor understanding of in text citation, paraphrasing and referencing conventions. Further, absence of vivid and inclusive mechanisms to identify the authenticity of students work across the selected departments show that there is a loosen ant-plagiarism movements in the departments. Therefore, this study suggests different recommendations and the main ones are departments and institutes should prepare common explicit simple examples of correct text acknowledgements conventions that could be put on the course outlines of each courses/modules; the nation higher educations should have a hub data base and software's that could help instructors a cross the nation to check their students work with others prior work; student's papers and thesis titles have to be guided to new issues and contemporary problems of the society to minimize replications and scrabbling on similar arena.*

## ACKNOWLEDGEMENTS

I took this opportunity to express my thanks and respect to my research advisor Dr. Desalegn Chalichisa for his valuable comments and critics. My sincere appreciation also extends to all participants of instructors and postgraduate students who forfeit their indispensable time to respond genuinely; especially directors of the two colleges who did not associate the interview questions with any miserable suspicions; especially Hugh Noble (PhD); Abraham Berhane (M.A); Amare Assegdom(PhD); Professor Habtamu Wendimu and Professor Baye Yemam who made this part of my life simple.

## Table of Contents

Contents	Pages
Table of contents.....	I
List of Acronyms.....	III
List of Tables.....	IV
CHAPTER ONE.....	1
1.1. Background of the Study.....	1
1.2. Statement of the Problem.....	2
1.3 Basic Research Question.....	3
1.4 Objective of the study.....	3
1.4.1 General objective.....	3
1.4.2 Specific objective.....	4
1.5. Significance of the study.....	4
1.6. Delimitation of the Study.....	4
1.7. Limitation of the Study.....	4
CHAPTER TWO: Review of Related Literature.....	5
2.1. Definitions of Plagiarism.....	5
2.1.1 Authors Definition of Plagiarism.....	6
2.1.2 APA Definition of Plagiarism.....	6
2.2. Prevalence of plagiarism in higher education.....	7
2.3. Factors that influence students to plagiarize.....	9
2.3.1 Incompetence of text acknowledgement conventions.....	10
2.3.2 Advent and appeal of Internet.....	11
2.3.3 Competitiveness and Poor time Management of students.....	12
2.3.4 Proficiency of English.....	13
2.3.5 Students misunderstanding on the malpractice.....	14



2.4 School of thoughts on text authorship.....	16
CHAPTER THREE: Research Design and Methodology.....	19
3.1. Design and Methods of Study.....	19
3.1.1 The Research Design .....	19
3.1.2 Methods of the Study .....	19
3.1.3 Source of Data.....	19
3.1.4 Sampling Technique. ....	20
3.1.4 Sample Size .....	21
3.2. Data Collection Instruments.....	21
3.2.1 Questionnaire.....	22
3.2.2 Interview.....	22
3.2.3 Covert participant observation.....	22
3.3 Data Analysis Procedures.....	23
3.3.1 Quantitative Data.....	23
3.3.2 Qualitative Data Analysis.....	24
CHAPTERFOUR: Data Analysis and Interpretations.....	24
4.1 Quantitative Data Analysis and Interpretation.....	24
4.2 Qualitative Data Analysis and Interpretation.....	38
CHAPTER FIVE: Summary, Conclusions and Recommendation.....	67
5.1 Summary.....	68
5.2 Conclusions.....	68
5.3 Recommendations.....	68
References.....	70
Annexes	
Annex-I- Questionnaire for Postgraduate Students	
Annex-II:-Interview guidelines for Instructors	
Annex-III:-Interview guidelines for Postgraduate Students	

Table 18: Plagiarism due to poor English proficiency.....	38
Table 19: Background information of interviewed instructors.....	39
Table 20: Background information of interviewed student's.....	52

## List of Acronyms Used

APA- American Psychology Association

SD-Standard Deviation

SPSS- Statistical Package for Social Science

UNICEF - United International Children's Emergency Fund.

## List of Tables

Table 1: Selected programs populations and sample.....	20
Table 2: Background information of postgraduate students that participated.....	21
Table 3: plagiarism prevalence of using internet.....	25
Table 4: plagiarism prevalence of using others work.....	26
Table 5: plagiarisms prevalence of using others work .....	26
Table 6: plagiarisms prevalence of buying papers.....	27
Table 7: plagiarism prevalence due to their poor understanding of text citation and referencng convention.....	28
Table 8: plagiarism prevalence with intention of deceiving.....	29
Table 9: Plagiarism due to poor time management and pressure to succeed.....	30
Table 10: Plagiarism due to lack of interest and term papers difficulty and tight due date submission.....	31
Table 11: Plagiarism due to belief they will not be caught instructor's reluctance to act on the misconduct.....	32
Table 12: Plagiarism due to internet temptations.....	33
Table 13: Plagiarism due to in text citation incompetence.....	33
Table 14: Postgraduate response on conventionality differences and challenges they....	35
Table 15: Plagiarism due to confusions in text citation conventions among instructor.....	36
Table 16: Plagiarisms due to absence of formative feed backs from instructors.....	37
Table 17: course instructor's/advisor's dedications.....	37

# Chapter One

## 1.1 Background of the Study

Plagiarism is a theft of someone's creativity, ideas or language; something that strikes at very heart of academic life (Williams, 2002). The problem ranged from the wholesale copying of entire papers to copying here and there (Hansen, 2003). This academic misconduct also includes using other people words and ideas as if they were ones own without acknowledging the source (Park, 2004).

The issue of academic honesty and respect of intellectual property are areas of considerable concern to tertiary higher educations worldwide (Marshall & Garry, 2005). Further more, Alschuler and Blimling (1995 cited in Park, 2004) belief that there is mounting evidence that student cheating in general and plagiarisms in particular are becoming more common and more widespread across nations. However; in the presence of such misconduct which is increasing at an alarming rate yet many higher educations do not have explicit rules on academic and scientific dishonesty. As a result, those who practice the misconducts would never punish (Pupovac Vanja, Bilic Lidija and Petrovecki Maden., 2008).

In the interim, various authors propose several variables that aggravate student's theft such as response to increasing assessment work over load, not understanding of referencing conventions, difficulty of assessment tasks, deliberate attempt to deceive markers, and peers pressure (Wilkinson, 2009). The malpractice of plagiarism as phenomenon is not a new, but given temptation of easily accessible electronic resources in recent times, made it much easier for students to cut and paste texts easily (Williams,

2002). Moreover, Bennett (2005 cited in Wilkinson, 2009) noted that plagiarism is not only related to certain variables; but the probability students would plagiarize could also be linked with peer influence and ethical position, fear of failure or penalties if caught, and the intensity of higher education's anti-plagiarism activities. According to Hinman Lawrence speech who was director of Values Institute at the University San Diego (cited in Hansen, 2003) pointed out that trust is fundamental to social, political and economic fabric of any successful society. However, academic dishonesty is a prevalent issue that faces all higher education across the board that should often regard with a strong outrage by academics (Marshall and Garry, 2005). Thus, this research is tried to assess the prevalence of plagiarisms and its implication to quality of education: the case of Addis Ababa University.

## 1.2 Statement of the Problem

Different studies have been conducted in overseas on plagiarism under diverse titles like: staff and students perceptions on plagiarism and cheating (Wilkinson, 2009); how well do students really understand plagiarism? (Marshall and Gary, 2005); the plagiarism problem: are students entirely to blame? (Williams, 2002). Further, there was a research that integrates policy, preparation and prevention: proactive minimization of student plagiarism by Devlin (2006). Even though, the above various different countries studies revealed the seriousness of the problem there was not a research in Ethiopia yet that puts focus generally on plagiarism activity and particularly on its prevalence and factors. Therefore, it seems that higher education of Ethiopia and stakeholders on education sector inconsiderate plagiarisms prevalence across nations; even though the overseas studies revealed it is a threat of developing and developed nations. Thus, this research

tired to assess the prevalence of plagiarisms and its implication to quality of education: the case of Addis Ababa University.

### 1.3 Basic Research Question

This study tried to answer the following basic questions

1. To what extent are various plagiarisms prevailed among the selected departments?
2. What factors contributed for the incidences of plagiarism among postgraduate students in the selected departments?
3. To what extent the misuse of internet created a chance to plagiarize?
4. What mechanisms are used by the selected departments to identify and deal with plagiarism?
5. To what extent do plagiarism becomes a threat to the quality of education in the selected departments?

### 1.4 Objectives of the study

The major objective of this research was to assess the prevalence of plagiarisms and its implication to quality of education: the case of Addis Ababa University. More specifically this study intends to:

1. describe the extent of the plagiarism prevalence across the selected departments and institutes;
2. list out various the factors that contributes to the incidences of plagiarism in the selected programs;
3. identify mechanisms used to deter plagiarisms in the selected departments;
4. investigate the offence/consequences of the programs on plagiarists;

5. describe the level of plagiarism threat to the quality of education in the selected programs.

### **1.5 Significance of the Study**

The findings of this study forwarded remarkable points about prevalence of plagiarisms and factors that affect in selected departments of Addis Ababa University. Further, conclusions and recommendations drawn from this study are useful for higher education institutions and concerned stakeholders. Moreover, the research findings can be used as stepping point for other researchers, instructors to extend the study.

### **1.6 Delimitation of the study**

The study was descriptive to determine the prevalence of plagiarisms and its implication to quality of education. Thus, study did not attempt to find the proportion of plagiarized students from the total participants of postgraduate students due to lack of clear cut point to measure plagiarism, further the issue is critical, sensitive, and more of personal and even it could be offensive for participants. This study is also delimited in one of pioneering higher education of Ethiopia, Addis Ababa University 'Sidst Kilo' campus due to time, money and other constraints.

### **1.7 Limitation of the Study**

The study did not attempt to evaluate selected sample theses plagiarism intensity due to absence of software that scrutinize. Thus, the study is limited to assess prevalence's and factors plagiarism respect to participant's responses. Further, to maximum level of attempt the researcher did not find research results on plagiarism that show the existing situation in the context of Ethiopia to supplement the study by Ethiopians researches, journals or articles.

## Chapter Two

### Review of Related Literature

This chapter discusses the following anchoring topics that help to put the theoretical background for the study these include: definitions of plagiarism by different authors and APA style of writing, incidences of plagiarism and its prevalence in higher education, and the factors that influence students to plagiarize. At last, this chapter funneled by the school of thoughts on text authorship.

#### 2.1 Definitions of Plagiarism

According to Carroll and Park (2003 cited in Marshall and Garry, 2005) considered the word Plagiarism as a term which is exposed to various interpretations definitions since it consists of wide concept. Thus, according to Marsh (2007) plagiarism could be influenced by culture, professions, disciplinary and prejudices stand, as a result; plagiarism often shifted with respect to the above points, so the meaning of plagiarism varies among scholars and practitioners including across disciplines Therefore, let us look plagiarism definitions by different authors or writers and APA respectively.

##### 2.1.1 Authors Definition of Plagiarism

According to Fialkoff (1993, cited in Park, 2003) used the term plagiarism to depict taking of someone ideas or words' regardless of common knowledge. Moreover, the Fialkoff stand to the definition of plagiarism adopted by the Association of American Historians, who further explicitly put it as not only the misuse of others writings but also limited borrowing, without due acknowledgement of text convention, of another's significant research findings, hypothesis, theories or interpretations.

With respect to students, the activity plagiarism could be defined as: unacknowledged use of someone else's work, usually in coursework, and passing it off as if it were one's own. Moreover, this academic malpractice could inculcate a theft of words or ideas, beyond normally regarded as general knowledge (Park, 2004).

The term plagiarism is complex that could be defined in various interpretive contexts to satisfy all situations since the misconduct is not only associated with culture and economic world but also inculcate intensively personal notations of intellectual politics as well. As a result; there is no universal and inclusive definition of plagiarism but the four possible common definitions would be: -

1. Taking and use of another person's thoughts, writings, and invention as one's own (Australian Concise Oxford Dictionary).
2. Taking and use (the thoughts, writings, inventions etc) of another person as one's own. (2) Pass off the thoughts etc of another person as one's own (L.plagiarius Kidnapper) (Concise Oxford Dictionary).
3. Inappropriate use of ideas, passage, etc from another work or another).From Latin plagiarius plundered, from plagium kidnapping (Collins dictionary of the English language).
4. Steal and pass off the ideas or words of another as one's own: use another's production without crediting the source; to commit literary theft: present as new and original an idea or product derived from an existing source Webster's online dictionary (Southerland-Smith, 2008:75).

Generally; Marsh considered plagiarists as user, thief, or borrower, stealer; plagiarism as Kidnapping of literary content or material that completely possessed by someone else (Marsh, 2007).

### 2.1.2 APA Definition of Plagiarism

The 6<sup>th</sup> edition of the Publication Manual of the American Psychological Association remarked that academic writing solicits giving due acknowledgement to prior theories, ideas or assumptions that influenced the writer's or researcher's outcome. Thus, if authors fulfilled text referencing, citation and paraphrasing conventions there would not be any plagiarism. If researchers or authors didn't put in to consideration crediting sources there could be plagiarizing of other works and their work too (APA, 2010).

Thus, this publication manual belief plagiarism happened when researchers/authors presents ideas, concepts or words of others as their own, as result this academic writing guideline belief that if authors model a study after one done by someone else, the originating author should be given credit. Moreover; a plagiarist could also plagiarize himself /herself that could be called self plagiarism, such kind of plagiarism committed when the author neglect to consider acknowledging their prior work that influenced their new one and when they disclosed for readers their new work is totally original in the presence of their prior work influence (APA, 2010).

From the above various definitions it is possible to deduce that plagiarism is complex, contextual, subjective, culture and disciplinary based.

## 2.2 Prevalence of plagiarism in higher education

Students plagiarize in the following four many ways:-

1. Stealing material from another source and passing it off as their own, e.g.
  - (a) Buying a paper from a research service ,essay bank or term paper mill (either pre-written or specially written)

- (b) Copying a whole paper from a source text without proper acknowledgement,
  - (c) Submitting another student's work, with or without that student's knowledge (e.g. by copying a computer disk )
2. Submitting a paper written by someone else (e.g. a peer or relative) and passing it off as their own.
  3. Copying sections of material from one or more source texts, supplying proper documentation (including the full reference) but leaving out quotation marks, thus giving the impression that material has been paraphrased rather than directly quoted.
  4. Paraphrasing material from one or more source texts without supplying appropriate documentation (Whiloit, 1994 Brand and Howard, 2002 cited in Park, 2003, Pp. 475)

Thus, a Wilkinson study remarked that cheating, plagiarism and other forms of academic misconduct are significant issues in higher education (Wilkinson, 2009). Moreover, a study made in our country under the title of academic dishonesty in the selected faculties of Education, Business and Economics both in Addis Ababa and Jimma universities, reflected that the faculties' staff member's perceived academic dishonesty is rampant in their department (Tefera & Kinde, 2009). A study made overseas students on dealing with plagiarism delineated that students attempt to plagiarize or doing plagiarism is increasing due to the presence of opportunities and pressure to do so (park, 2004). Generally, a huge volume of literature by Desruisseaux (1999, cited in Williams, 2002) on the subject of plagiarism revealed plagiarism in the higher education sector appears to

be as not new phenomenon; its incidence has grown in scale to the point where it is almost of epidemic proportions.

Holistically, an international evidence review from USA, South Africa and Finland by Park (2003, cited in Delvlin, 2006) suggested that plagiarism by students is becoming both more common and more widespread, although there are variations among disciplines, countries and undergraduate and postgraduate students.

Thus, according to Alschur and Bliming (1995, cited in Park, 2003) on speech of epidemic cheating provoked that students cheating generally and plagiarism particularly is propagating more and spreading widely. Finally, academic malpractice prevalence is increasing across developing and developed countries (Eckstein, 2003). Furthermore, this academic dishonesty occurs in the university or college academic world that could put the higher education's quality in jeopardy. The public could also claim on the academic excellence of the higher education, especially on those with inconsiderate plagiaristic activity. Moreover; this malpractice could cripple the reputations of higher education (Southerland-Smith, 2008)

### **2.3 Factors that influence students to plagiarize**

Students could plagiarize in to two ways, these could be purposefully and knowingly, which is called intentional plagiarism and this malpractice done by those students who are prepared and organized to mislead their teacher to get underserved marks or grades, thus it is a deliberate act of literary theft (Park, 2003).

In the flipside, according to Whilst Mills (1994, cited in Park, 2003) there are students who may get themselves plagiarizing unintentionally due to their poor understanding of

text citation ,paraphrasing and referencing convention when they refer others original work (Park, 2003). Therefore, students mostly ignore or allow plagiarism due to lack of knowledge, advent of technologies that makes plagiarism easy to commit or lack of consequence (Bilic-Zulle et al., 2008).In connection to this the following factors are identified.

### **2.3.1 Incompetence of in text acknowledgement conventions**

The chapters how to avoid plagiarism belief reading for research purpose solicit reviewing diversified source of information, therefore the students writing should provide close attention to presents the diverse sources of information meaningfully for evaluation (Marsh, 2008).Thus, according to (White, 2004 cited in Pecorari, 2010) on a discussion of a citer motivation studies, point out the decision to cite should be made to the benefits of the research and the researcher.

However, according to (Stevens, 1987 Davis et al., 1992, Love and Simons, 1998 and Straw, 2002 cited in Park, 2003) student's incompetence of text citation, paraphrasing and referencing of text source acknowledgement could mislead students to plagiarize unintentionally when they have vague concept on common knowledge.

The chapter on learning to write from sources perceived plagiarism as a dishonest act; if someone wants to escape not to be called plagiarist should absentee from academic property. However, it is unimaginable since all academic writing, from term paper or thesis to research article, needs to review other sources, therefore, academic writes that bothers not to be called plagiarist could not runaway from using other academician work, instead they have to acquire the skill and competence of text acknowledgement conventions (Pecorari, 2010). Thus, the incompetence of student's citation could be

related with incapability to explicitly clarify the author's words from their own concept or words (Lipson, 2008)

Thus, to prevent students from plagiarism activity and to make the research worth effective according to Belcher study (1994, cited in Pecorari, 2010) on student–advisor relationships that used interview with three PhD students, recommended that there should be collaboration between students and advisors especially in the way that engage advisors fully. Since, advisors response and comments to students written materials is pertinent not only as a gate keepers of their academic disciplines but also they could overview their students writing respect to their disciplines colleagues or members standards.

Finally, plagiarism incidence among students is highly related with variable of incompetence of text acknowledgement convention (Hansen, 2003). Even though, there are recommendations for students to acknowledge the source regardless of the work authenticities, its existence in the public domain, and consent of the author to use it (Lipson, 2008).

### **2.3.2 Advent and appeal of Internet**

Plagiarizing is not surprising phenomena, but its incidences aggravated due to uncountable web electronic resources that provide opportunity for student to cut and past text as their own (Williams, 2002). Since in the past this malpractice demands students to spend their time looking dusty library books to find material to copy and retype it (Hansen, 2003).

Thus, the advent of internet made the expert's to believe plagiarism became easier to commit (Hansen, 2003). Further, according to Ashworth and Bannister (1997, cited in

Park, 2003) witnessed digital plagiarism intrusion spread out simultaneously with innovations various products of technologies, afterwards the academic sectors globally faced hazard on ostensibly academic writing. Since these technological innovations made the students to access a huge variety of digital sources, including full-text CD-ROM databases and electronic journals on the internet easily setting in their home through out the seven days hours.

Generally, according to Park (2003, cited in Southerland-Smith, 2008) plagiarism became a mounting issue on the sector of education through out the world due to the access of technology. Moreover; according to Laphtorp and Fross, et al. (2001) cited in Southerland-Smith (2008) urged that the materials from websites could easily accessed via one prevalent effective search engines called google.com. Thus, according to Stevens (1987), Davis-et al. (1992), Love and Simons (1998) and Straw (2002, cited in park, 2003), the access and the opportunity of various websites and web search engines facilitated copy and paste. Even though many critics urge that internet facilitated plagiarism, a pre-internet era studies also found high incidences of plagiarism (Hansen, 2003).

### **2.3.3 Competitiveness and Poor time Management of students**

According to Aue and Krupar (2001), Whiteman and Gordeon (2001) Straw (2002) cited in Park ,2003) looking for good grades and GPA could make students to plagiarize since this malpractice is matter of to be or not to be; since their teachers give grades based on their achievement rather than their effort.

A thick descriptive case study that made on student who was taking second-language progress writing on a business course told to Currie in 1998, the student worked

diligently in the early weeks of the course to raise the level of her writing assignments, but she was at real risk of not receiving the grade she deserves to stay in the program. As result, she taught a layout to cope with the challenge, afterwards she involved in patch writing plagiarism type. From then on her teacher's feedback was more positive (Pecorari, 2010).

In addition to competition among students for 'A' and GPA, according to the Joint Systems Committee (2002, cited in Williams, 2002) raised the following factors irrespective of students ability; pressure to plagiarize could emerge because of variety influences. These include poor time management skills a problem of often exacerbated due to part-time work or care for children; an ability to cope with workload due to class timetables and the corresponding assessment task. Therefore; according to Silverman (2002, cited in Park, 2003), remarked that student's poor time management and busy life schedule could force them to involve in the malpractice.

#### 2.3.4 Proficiency of English

Campbell (1990, cited in Pecorari, 2010) empirical research that tried to answer the question: are non-native speakers of English more likely to plagiarize than native speakers? conducted an experimental investigation into the source use strategies between NESs (Native English Speakers) and NNSEs (None Native English Speakers) students, thus the study found that there was a difference between these groups on their writing as a result Campbell concluded that English language proficiency was the cause of the difference regardless of their cultural differences.

In addition to the above main factors Davis & Ludvigson, (1995, cited in park, 2004) found that the absence of rules and regulations of institute's could encourage students to

plagiarize if there is a lenient rule or no means to catch students. Further, Howard (2002, cited in Williams, 2002) believes that if pedagogy employed by the teachers would not fit to the contemporary circumstance; students would give less value the opportunity of learning in the class and might be alienated to plagiarize for assignments. Moreover; some time teachers give unauthentic assignments by expecting authenticities writing solely from students which could be paradox.

In similar perspective, other study of Ashworth and Bannister (1997, cited in Williams, 2002) found that students could be forced to plagiarize in addition to internal or external factors due to plagues in universities, since students felt alienated from teachers staff because they demeaned and not contact them.

### 2.3.5 Students misunderstanding on the malpractice

A journal of college student development by M.Scanlon and R.Neumann between July and June (2002, cited in Hansen, 2003) conducted a study under the title of internet plagiarism among college students found that nearly 90% of college students strongly view major acts of plagiarism as unethical. However; surprisingly other study on different students revealed that student's awareness of the malpractice as a form of dishonest behavior, did not yet prevent the students from engaging in plagiarism, especially when they have a tight deadline or too much work to do and not enough time (Bilic-Zulle et al., 2008)

Thus, many educators consider most students don't understand what plagiarism is or don't deem it as serious cheating (Hansen, 2003). This assumption is more supported and reflected by a study finding of academic plagiarism in Europe on four studies areas

revealed more than three quarters of students would not report plagiarism to their instructors, moreover; some students feel plagiarizing as not a big deal and also others do not want to uncover and report the malpractice, when they witnessed plagiarized students gaining undeserved marks (Bilic-Zulle et al., 2008)

A study of Flowerdew and Lin (2007, cited in Pecorari, 2010) that is considered as one of one of a blue print study; had interview with PhD students across four disciplines by examining simultaneously their writing. The study participants played active role in academic discourse among their communities. Moreover, they had also research articles either published or accepted for publication. Astonishingly; the study finding disclosed that these professional students considered textual plagiarism as appropriate and important.

Finally, according to (Maramark and Maline, 1993 bramble and Stevenson-Clarke et al., 2006 cited in Wilkinson ,2009) have witnessed several discussion made around tearoom, corridor, and office discussions different reasons were claimed including failure to understand what is or confusion over differing expectations, a response to increasing assessment workload, or in minority cases, deliberate attempt to deceive markers. These dead dare intentions are reflected in the literature with a number of authors reporting the range of factors and reasons behind student misconduct. In addition to poor understanding referencing conventions, difficulty of assessments tasks, peer pressure and equivocal message from teaching staff.

Reasons to plagiarize either intentional or unintentional might emanate from various complex factors but the above ones were major driving factors; thus this study tried to assess the degree rate of the above and others driving factors.

## **2.4 School of thoughts on text authorship**

According to Weodon and Groak et al. (Cited in Marshall and Garry, 2005) academic honesty and respect of intellectual property are areas of considerable concern in higher education across nations. However, Carroll (2002 cited in Marshall and Garry, 2005) remarked that all higher education institutions didn't provide similar definition of plagiarism. The meaning of plagiarism varies across higher educations in many cases respect to various disciplines, contexts, and expectation what is meant by common knowledge, institutional regulations, and professional codes of ethics.

Moreover; a study survey among different higher educations revealed plagiarism policies in Britain, the United States and Australia universities indicated that they had close agreement as to how to define the act, but they gave little indication of how the definitions should be applied, and provide no guideline for teacher or disciplinary board how to use to determine whether a specific text meets the definition or not (Pecorari, 2010).

In the presence of the concern regarding to the definitional difference and implementation gaps on the rules of plagiarism and plagiarist in higher education institutions, individualism believes that individuals are entitled to protect themselves and the products of their labor .Under this school of thought, the individual has a right to decide how his physical body and the product of his labor will be used. Thus, authors would possess a

right of attributions of authorship, right not to have a falsely attributed and a right of integrity according to the Australian copyright moral rights legislation (Southerland-Smith, 2008). Moreover; intellectual property delineated explicitly in the contemporary world as monopoly right granted to individual authors for the transformative work performed in the production of literary and other textual materials (Marsh, 2007).

In the flipside, other school of thought by Egalton (1983) and Flow (2000) cited in Southerland-Smith (2008) was that romantic notation of the author is dead argued allowing control or ownership over language as in granting property or copyright and ownership: is complete nonsense since language can not be brought and sold by individuals.

This school of thought urge to examine how writing occurs and typical and what frames the written product. Thus, this school of thought belief that authors/writers would not shut themselves from the world of politics, culture, social, environmental and economics forces and they could not produced their master pieces with no input of any other human resources or technologies (Southerland-Smith, 2008). Moreover; this school of thought supported their perspectives by remarking writing process is frustrating and interrupted frequently, as a result the gap could give writers a chance to meet friends, colleagues, classmates, families, supervising bodies or alternative inputs from technologies, thus writers would be influenced by events, sounds, images, words and thoughts of others. Thus, according to romantic notation it would be paradox to consider the last product of writing as individual outcome which was highly influenced with social interactions (Southerland-Smith, 2008). However, Park (2004) suggested turning blind to student plagiarism is not appropriate response for a variety of reasons, including fairness to

students who do not plagiarize, preserving the academic credibility and reputation of the higher education institutions, promoting both the theory and the practice of academic integrity amongst all staff and students, fostering a sense of responsibility amongst students and promoting good study skills and independent learning.

In the presence of romantic notation school of thought argument; the contemporary higher educations solicit appropriate text acknowledgement on academic writing not only when writers use others work but also their prior texts or ideas.

## Chapter Three

### 3. The Research Design and Methodology

This chapter discusses the designs and methods of the study including sampling techniques, instruments and procedures of data collection, and methods of data analysis of the study.

#### 3.1.1 The research design

A descriptive analysis has employed at times covert approach were deployed to show how individuals and business companies developed prewritten and especially written papers.

#### 3.1.2 Methods of the study

The main intent of this study was to assess the prevalence of plagiarism and its implication to quality of education: the case of Addis Ababa University. Thus, to attain the objectives of the study mixed methods were used to maintain clarity of the information obtained; Addis Ababa university 'Sidist Kilo' campus has been chosen as the research site because the researcher personal witnessed and heard different incidences of plagiarism in the study area. Moreover, the selected study site is prominent and potential higher education of the nation in conducting postgraduate studies.

#### 3.1.3 Source of Data

Postgraduate students, instructors, dean, directors of colleges and institutes were participated in the study; all the postgraduate students that participated in the interview were those engaged in doing their theses. Moreover; the study considered organizations that made business by selling prewritten and specially written papers for undergraduate and postgraduate students.

### 3.1.4 Sampling Technique

According to the Addis Ababa University registrar statistics 2011/12 academic year enrollment record there are six institutes, three schools, two colleges that give different master programs. Thus, the research is conducted in randomly selected two institutes and two colleges.

The selected two colleges were College Social Science and Humanities and College of Education and Behavioral Studies and the selected institutes were Institutes of Psychology and Institute of Educational Research.

Table 1: Selected programs populations and sample

Selected Colleges/ Institutes	Selected Programs	Populations of the Programs	Sample of the study Participant
College of social Science and Humanities	Social Anthropology	43	14
College of Education and Behavioral Studies	Curriculum and Instruction	28	12
	Measurement and Evaluation	40	18
	Adult and Life long learning	32	17
Institute of Educational Research	Educational Research and Development/program evaluation	71	28
Institute of Psychology	counseling Psychology	76	27
	Developmental Psychology	70	23
	Social Psychology	74	24
	Total	483	163

### 3.1.5 Sample size

Generally, eight programs were included in the study, thus the postgraduate students that participated in the interview in responding questionnaires represent 33.7% of the total population of 483 students. In addition to the student's seven instructors and four individuals that make money by selling prewritten and especially written participated in the study.

Table 2: Background information of postgraduate students that participated; n=163

Programs	Male	Female
Regular	73	1
Extension	79	10
Year I	86	4
Year II and above	66	7

### 3.2 Data Collection Instruments

In this study questionnaires and interviews were used simultaneously as methods of data collection. To this end, covert participant observations were used as one mechanism of data gathering tool.

#### 3.2.1 Questionnaire

Structured and semi structured self administered questionnaire used as principal tool to collect data from postgraduate students. The questionnaire was organized in open ended and close ended approach. The first part after the general information considered different types of plagiarism prevalence's. The second part attempted to instill items that analyze factors that could be driving forces to plagiarism. In the interim there were items

that assess the institutes or the department's rules and regulations towards plagiarism and the malpractice threat level.

### 3.2.2 Interview

Interviews were used as principal tools of data gathering from instructors; while for the group of postgraduate students interviews were used in order to ensure the reliability of the information gathered by questionnaire and to give further chance for participant to explain their experience and point view with out limitation. The interview questions used for instructors and postgraduate students were unstructured questions that encourages participant to disclose plagiarism factors and incidences in the Addis Ababa university and in their respective department. Furthermore, the interview comprised questions that tried to get information on the department's commitments to detect and combat plagiarism. Finally, there was interview question that claim the effect of plagiarism on academic quality.

### 3.2.3 Covert participant observations

There are arguments to develop stringent ethical research guidelines since some ethical matters of research are debatable (Louis Cohen, Lawrence Manion and Keith Morrison., 2005). Further, Mitchell (1993, cited in Louis et al., 2005) belief researchers would decide to use either over or covert research approach based on participants behaviors. Thus, I preferred covert participant observation approach on those individuals and company who provide especially and pre written papers for customers to eliminate prescribed responses and found profound information.

### 3.3 Data Analysis Procedure

#### 3.3.1 Quantitative Data Analysis

For the analysis of the data, mean and percentages were mainly employed using SPSS 16.0. Besides, standard deviations were used to observe plagiarism prevalence witness and driving factors of plagiarism.

#### 3.3.2 Qualitative Data Analysis

Qualitative data analysis is carried out to analyze the data collected via unstructured interview; thus a response that obtained from open-ended items is treated qualitatively in the way that delineates the respondent perspective towards the issue. The interviewee reply that held with postgraduate students and instructors analyzed qualitatively in a theme. Further, a finding from cover participant's observer is presented under different anonymous names for the sake of research ethics.

## Chapter Four

### Data Analysis and Interpretations

This chapter presents the analysis and interpretation of the data collected from postgraduate students and instructors through questionnaires and interviews. The first part of this chapter presents quantitative data analysis and interpretations obtained from questionnaires responses of postgraduate students while the second section presents the qualitative data analysis and interpretations from interviews responses of instructors and postgraduate students. To this end, covert participant observation findings are presented from individuals and company that provide prewritten and especially written papers.

#### 4.1 Quantitative Data Analysis and Interpretations

The following items that depicted in each tables below were used to explore various plagiarisms prevalence's, so participants of students were solicited to put different plagiarisms that they witnessed in to different scores and these were 5= Always, 4= Frequently, 3=sometimes, 2=Rare, 1=Not at all.

##### Plagiarism Prevalence of using internet

Table 3: plagiarism prevalence of using internet

Item 1.1 How often have you seen postgraduate students of your department submitting Papers for assignment that complied and copied from internet as their original work						
	Responses					
	Not at all	Rare	Sometime s	Frequently	Always	Total
	8.6%	8.0%	47.2%	30.1%	6.1%	163
Mean and SD	$\bar{X} = 3.1718$			SD = .97243		

From participant of eight department's postgraduates students 6.1% have witnessed always when postgraduate students submitting papers that entirely copied and compiled from internet; while 30.1% observed internet plagiarism frequently and the remaining 47.2% came across with such kind of plagiarism sometimes. Finally, the mean score ( $\bar{X}=3.1718$ ) shows that postgraduate students of the selected departments witnessed internet plagiarism prevalence's sometimes with variability of among their response to the average of 0.97243. Additionally, Stevens (1987), Davis et al. (1992), Love and Simons (1998) and Straw (2002, cited in park ,2003) belief the access and the opportunity of various websites and web search engines facilitated copy and paste type of plagiarism. Moreover; according to park (2003, cited in Southerland-Smith, 2008) plagiarism became a mounting issue on the sector of education through out the world due to the access of technology.

#### Plagiarism Prevalence of using others work

Table 4: plagiarism prevalence of using others work

Item 1.2 How often have you seen postgraduate students of your department reusing a submitted proposal/term papers/thesis of other senior students						
	Responses					
	Not at all	Rare	Sometimes	Frequently	Always	Total
	23.9%	20.2%	34.4%	19.6%	1.8%	163
Mean and SD	$\bar{X} = 2.5521$			SD = 1.11196		

Table 4 indicates that 32.6%, 20.2% and 23.9% study participants of postgraduate students selected sometimes, rare and not at all respectively for incidence they observed among postgraduates students when they use senior students work

Table 5: plagiarism prevalence of using others work

Item 1.3 How often have you seen postgraduate students of your department reusing their organization and other organization project papers as their own original work?						
	Responses					
	Not at all	Rare	Sometimes	Frequently	Always	Total
	22.1%	32.5%	29.4%	14.1%	1.8%	163
Mean and SD	$\bar{X} = 2.4110$		SD = 1.04071			

Table 5 shows that 29.4%, 32.5% and 22.1% selected sometimes, none and not at all respectively to the plagiarism they witnessed when postgraduate students use their organization and other organization term papers as their own

Table 6: plagiarism prevalence of buying papers

Item 1.6 How often have you seen postgraduate students of your department buying a complete piece of work for term papers/proposals/thesis?						
	Responses					
	Not at all	Rare	Sometimes	Frequently	Always	Total
	30.7%	20.2%	26.4%	20.9%	1.8%	163
Mean and SD	$\bar{X} = 2.4294$		SD= 1.18097			

Table 6 indicates that 26.4%, 20.2% and 30.7% choice sometimes, none and not at all respectively for what they observed for a plagiarism that could be committed by buying a complete of works. Generally, the above different possible questions were used to find out prevalence of plagiarisms of using others works different possible questions were included; thus the mean scores of the above various plagiarisms that committed using works shows that using a submitted proposal/term papers/thesis of other senior students prevail relatively high.

Plagiarism Prevalence due to poor understanding of in text citation and referencing convention

Table 7: plagiarism prevalence due to their poor understanding of text citation and referencing convention

Item 1.4 How often have you seen postgraduate students of your department copying other work due to their poor understanding of text citation and referencing convention?						
	Responses					
	Not at all	Rare	Sometimes	Frequently	Always	Total
	12.9%	21.5%	17.2%	30.1%	18.4%	163
Mean and SD	$\bar{X} = 3.1963$		SD = 1.31871			

Table 7 indicates that the study participants of postgraduate students across the eight departments that observed and selected sometimes, rare and not at all were 17.2%, 21.5% and 12.9% respectively for the plagiarism that could be caused due to poor understanding of text conventions. Furthermore, plagiarism incidences are highly related with variable of incompetence of text acknowledgement convention (Hansen, 2003).

Table 8: plagiarism prevalence with intention of deceiving

Item 1.5 How often have you seen postgraduate students of your department compiling different texts/ideas from various books and submit it as their own original work to deceive marks?						
Responses						
Not at all	Rare	Sometimes	Frequently	Always	Total	
12.9%	8.0%	37.4%	24.5%	17.2%	163	
Mean and SD	$\bar{X} = 3.2515$		SD = 1.21383			

Table 8 indicates that compiling of different texts/ideas with intention to deceive their instructors have been observed by participants of the eight departments with percentages of 37.4%, 8% and 12.9% as sometimes, rare and not at all respectively.

## Intentional and Unintentional Plagiarism Factors

### Intentional Plagiarism

Students could plagiarize purposefully and knowingly, which is called intentional plagiarism and this malpractice done by those students who are prepared and organized to mislead their teacher to get underserved marks or grades, thus it is a deliberate act of literary theft (Park, 2003). Thus, the following items were used to explore various intentional plagiarisms factors, so the participants were solicited to put different plagiarisms factors in to different scores and these were 5= Very high, 4=High, 3=Average, 2=Low, 1=Very low.

### Due to poor time Management and Competitiveness

Table 9: Plagiarism due to poor time management and pressure to succeed

Item 2.1 In your opinion plagiarists postgraduate students of your departments who plagiarize intentional due to Poor time management are						
	Responses					
	Very Low	Low	Average	High	Very High	Total
	14.7%	10.4%	19.0%	36.2%	19.6%	163
Mean and SD	$\bar{X} = 3.3558$			SD = 1.31319		
Item 2.2 In your opinion plagiarists postgraduate students of your departments who plagiarize intentional due to Pressure to succeed are						
	Responses					
	Very Low	Low	Average	High	Very High	Total
	6.1%	7.4%	24.5%	25.2%	36.8%	163
Mean and SD	$\bar{X} = 3.7914$			SD = 1.19388		

The approximate mean calculation show that pressures to succeed is a high and poor time management is an average factor; Additionally, Aue and Krupar (2001), Straw (2002), Whiteman and Gordeon (2001 cited in park,2003) looking for good grades and CPA could make students to plagiarize since this malpractice is matter of to be or not to be.

Table 10: Plagiarism due to lack of interest and term papers difficulty and tight due date submission

Item 2.3 In your opinion plagiarisms intentional due to lack of interest to the course are						
	Responses					
	Very Low	Low	Average	High	Very High	Total
	25.2%	20.2%	42.3%	6.7%	5.5%	163
Mean and SD	$\bar{X} = 2.4724$			SD= 1.10729		
Item 2.4 In your opinion plagiarisms due to term papers difficulty and tight due date submission are						
	Responses					
	Very Low	Low	Average	High	Very High	Total
	9.2%	16.0%	24.5%	42.9%	7.4%	163
Mean and SD	$\bar{X} = 3.2331$			SD= 1.09753		

Table 10 indicates that 12.2% of postgraduate students select it as very high and high factor when 50.3% selected term papers difficulty and tight due date submission. The mean calculation in the above table show that lack of interest is low factor while term papers difficulties and tight due date submissions was an average factor in the selected departments.

Due to absence of Mechanisms to identify authenticity student's work

Table 11: Plagiarism due to belief they will not be caught and instructor's reluctance to act on the misconduct

Item 2.6 In your opinion plagiarisms intentional due to belief they will not be caught?						
Responses						
Very Low	Low	Average	High	Very High	Total	
6.1%	9.2%	28.2%	28.2%	28.2%	163	
Mean and SD		$\bar{X} = 3.6319$		SD = 1.16512		
Item 2.7 In your opinion plagiarisms intentional due to instructor's reluctance to act on the misconduct are						
Responses						
Very Low	Low	Average	High	Very High	Total	
13.5%	9.2%	33.7%	18.4%	25.2%	163	
Mean and SD		$\bar{X} = 3.3252$		SD = 1.31414		

Table 11 approximate mean calculation indicates that plagiarist belief they will not be caught is a high factor, while instructor's reluctance or ignorance to act on the misconduct is an average factor. Thus, this signify there is no vivid and inclusive mechanism that could be applied across the selected departments and this could encourage plagiarism to prevail; Davis & Ludvigson, (1995 cited in park ,2004)

proposed absence of rules and regulations of higher educations could encourage students to plagiarize if there is a lenient rule or no means to caught students

### Due to Internet Temptation

Table 12: Plagiarism due to internet temptations

Item 2.5 In your opinion plagiarisms intentional due to internet temptations are						
	Responses					
	Very Low	Low	Average	High	Very High	Total
	4.9%	11.0%	27.0%	26.4%	30.7%	163
Mean and SD	$\bar{X} = 3.6687$		SD = 1.16564			

Table 12 approximately statistical mean calculation shows that internet temptation is high factor; further it is selected by 57.1% of postgraduate students as very high and high factor; thus internet temptation is a second intentional factors that could be aggravated due to uncountable web electronic resources that provide opportunity for student to cut and past text as their own (Williams, 2002).

Finally, the statistical mean calculations for intentional plagiarism factors depict that pressure to succeed is major driving factor followed by internet temptations and belief they will not be caught subsequently. Thus, pressure to succeed is a leading intentional plagiarism factor across the selected departments.

### Unintentional Plagiarism Factors

According to Whilst Mills (1994, cited in Park ,2003) there are students who may get themselves plagiarizing unintentionally due to their poor understanding of text citation ,paraphrasing and referencing convention when they refer others original work and others factors (Park; 2003). Thus, the following items were used to explore various unintentional plagiarisms factors, so the participants were solicited to put different plagiarisms factors in to different scores and these were 5= Very high, 4=High, 3=Average, 2=Low, 1=Very low.

#### Due to poor understanding of in text conventions acknowledgement

Table 13: Plagiarism due to in text citation incompetence

Item 3.1 In your opinion plagiarisms unintentional due to poor understanding of text citation, paraphrasing and referencing conventions are						
Responses						
	Very Low	Low	Average	High	Very High	Total
	6.1%	16.6%	21.5%	22.1%	33.7%	163
Mean and SD	$\bar{X} = 3.6074$			SD=1.27384		

Table 14: Postgraduate response on conventionality differences and challenges they face

Item 6: Do you face challenges that force you to ignore text in text citation, paraphrasing and referencing conventions?		
Responses	Yes	No
Percentages	37.4%(61)	62.6% (102)

Table 13 indicates the approximate mean calculation for unintentional plagiarisms due to poor understanding of text citation, paraphrasing and referencing conventions is considered by participants as a high. Moreover, in table 14 37.4% of participants postgraduate student's listed out the following challenges that force them to ignore text citation, paraphrasing and referencing conventions

- Insufficient knowledge how to cite
- Conventionality differences among instructors
- Difficulty to cite others saying
- How to put reference in a double citation and credibility of references
- Low level of awareness on how to cite
- Not being sure which type of citation is a standard one
- Language and amount citations
- Difficulty in finding the full sources like author name and year
- Lack of interest to know
- Poor prior educational back on the filed they study

- Lack of knowledge on how to cite from different sources

Thus, incompetence of in text citation, paraphrasing and referencing convention is one of major driving unintentional factor since, plagiarism incidences are highly related with variable of incompetence of text acknowledgement convention (Hansen, 2003).

**Due to confusions and contradictions among their course instructors  
in text citation, paraphrasing and referencing conventions**

Table 15: Plagiarism due to confusions in text citation conventions among instructors

Item 3.2 In your opinion plagiarisms unintentional due to confusions and contradictions among courses instructors in text citation, paraphrasing and referencing conventions						
	Responses					
	Very Low	Low	Average	High	Very High	Total
	6.7%	18.4%	36.8%	23.9%	14.1%	163
Mean and SD	$\bar{X} = 3.2025$			SD=1.10643		

Table 15 indicates that the approximate mean calculation shows that unintentional plagiarism due to confusions and contradictions among courses instructors in text citation, paraphrasing and referencing conventions is an average factor.

Due to absence of notifications on the Plagiarisms

Table 16: Plagiarism due to absence of formative feed backs from instructors

Item 3.3 In your opinion plagiarists postgraduate students of your departments who plagiarizes unintentional due to absence of formative feed backs from instructors						
	Responses					
	Very Low	Low	Average	High	Very High	Total
	1.8%	12.3%	23.9%	25.2%	36.8%	163
Mean and SD	$\bar{X} = 3.8282$		SD= 1.11441			

Table 17: course instructor's/advisor's dedications

Item 6 Do you think your course instructors or advisors are ready and dedicated to show text citation, paraphrasing and referencing conventions?		
Responses	Yes	No
Percentages	44.8%(73)	55.2% (90)

The above table 17 shows that 55.2% participants of postgraduate students think their instructor's or advisor's are undedicated to show in text citation, paraphrasing and referencing conventions; further table 16 mean calculation shows that participants of postgraduate students considered absence of formative feed backs from instructors as high unintentional plagiarism factor.

### Due to poor English Proficiency

Table 18: Plagiarism due to poor English proficiency

Item 3.4 In your opinion plagiarists postgraduate students of your departments who plagiarizes unintentional due to poor English proficiency are						
	Responses					
	Very Low	Low	Average	High	Very High	Total
	2.5%	11.7%	30.1%	29.4%	26.4%	163
Mean and SD	$\bar{X} = 3.6564$		SD = 1.06794			

Table 18 approximate mean calculation shows that plagiarisms that caused due to poor English proficiency considered as high factor by participants of postgraduate students in the selected departments.

Generally, the mean calculation of the postgraduate students for unintentional plagiarism indicate that absence of formative feed backs from instructors how to cite ,paraphrase and reference text source is a leading factor.

#### 4.1 Qualitative Data Analysis and Interpretation

The data found from interview responses of instructors and postgraduate student's participants is collected by taking note. To this end, findings from covert participant observer are presented. The questions deployed for the interview of instructors and postgraduate students were similar

## Instructors Reply

The interview response of the participant instructor's is presented under anonymous names after their background information and all the interviewed instructors were males

Table 19: background information of interviewed instructors, n=7

Academic qualifications		Professional ranks	
PhD.	6	Assistant Professor	4
		Professor	2
MA	1	Assistant Professor	1

### Prevalence of plagiarism

The first question used for all participants to solicit the prevalence of plagiarism in their departments, [Code Inst Soc Anthro ] got amazed the coincidence red-handed plagiarist student with the day appointment that matched with interview issue, and then this instructor puts the prevalence of plagiarism as "It is a serious issue that faces my department more than once every year, even though the extent differs among postgraduate students"

Moreover; [Code Inst Soc Anthro ] remarked that prevalence and extent of the plagiarism in larger context and said that "it is a problem that now a day encounter every department of the Addis Ababa University, holistically the nation at large."

Similarly; other interviewed [Code Inst Soc Anthro] strongly remarked that

Yes, I strongly believe plagiarism is prevailing for sure, regardless of the difference among postgraduate students on the extent or proportion to be

plagiarized, some graduate students pick ideas others copy the whole sentence although others plagiarize due to their poor text citation.

In similar fashion [Code Inst Co Edu] replied that

Students copy paragraph, sentences and phrases without due acknowledgment from undergraduate to postgraduate students including our instructors too; we are tired of earning bad repetitions to get degree this academic dishonest is rampant across a board not only in Addis Ababa university it is occurring through out the world like a disease you find people doing this academic dishonest across a board professors, lecturers.

In the similar state [Code Inst Edu Reser] described the prevalence of plagiarism among postgraduate as follow

In master students these days I speculate the incidence ,even I couldn't pinpoint, I suspect a quite a number of plagiarism since we don't have the opportunity and access to look the work of other departments and institutes students work since these work might sleep in the departments and I hear from advisor a quite number of incidences frequently students choose exhausted titles like ' quality of education in 'Arada' or 'Kolfe' sub cities such kind of practice is not only occurs among masters students but also among PhD students they repeat topics with minor and simple changes of titles I don't know why we scrabble similar issue where there are new number of issues sometimes you know it is a kind of fashion and people tend to graph similar topic again and again.

In the flip side two interviewees [Code Inst Soc] and [Code Dean Inst] believe it is difficult to pin point out plagiarism is prevailing as far as there is no mechanism that help

instructors to identify the malpractice; their perspective is presented subsequently and independently as follow.

[Code Inst Soc]

As far as there is no vivid mechanism that allows the instructors to scrutinize it is difficult to put with intuition; calming questions on defiance and inconsistency of parts of the paper students plagiarized, since the students have not caught red-handed like the western world culture that force all the students to submit not for their advisor but for the examiner centre that scrutinize their work using software and data base available.

[Code Dean Inst]

I can not say simply plagiarism is prevailing among postgraduate students even though we do suspect and see it on students paper since our suspicion did not supported with scrutiny mechanism .it is difficult to be ascertain on the issue.

However, [Code Inst curr] put the prevalence of plagiarisms as epidemic invading the Ethiopian higher education across the board.

### **Factors to plagiarize**

Interviewed participants instructors were asked the driving forces and their responses are presented in the following themes

#### **Absence of mechanisms**

[Code Inst Soc] belief absence vivid mechanisms to identify plagiarized paper and replied that

In the presence of no mechanism that allows all instructors of their department could use it to uncover a plagiaristic postgraduate students like a software or

data base of prior work that allows advisors for cross checking yet instructors suspension on the inconsistency on the parts of the students theses could be plagiarized one is a meaningless and students have a right to claim.

Further, [Code Inst Soc Anthro] also believe the factors that contribute for the incidence of plagiarism among postgraduate students could be

Lack of stringent evaluation related on issue of students admission since some students join the department without entrance exam if they came from other higher educations and sponsored by the government, while others self sponsored students join the department with entrance exam, as result department couldn't identify prior educational background of those students that came from higher education to be lecturer.

#### **Poor understanding in text citation conventions**

[Code Inst Co Soc] mentioned poor understanding of plagiarisms as factor and said that "Confusion that prevail among postgraduate students whether they strictly follow the APA citation protocols" This factor mentioned by [Code Inst Soc] too and said that "I believe ignorance of text citation convention; lack of understanding the research process; incompetence to incorporate reviews in their work". Further, [Code Instr Edu Reser] also considered poor understanding of in text citation as major driving factor and said that "Most of the time lack of citation they don't properly cite they took sentence and chunk of paragraph you can easily identify such kind of incidences once if you are experienced instructor"

#### **Prior Educational Background**

[Code Inst Co Edu] put the driving forces behind this malpractice as follow

In capacity [ with tone of seriousness, by scratching the forehead] people do this when they are incapable of generating their own idea due to bad background, bad training, bad coaching, bad

teaching of students; instructors who looked large sum of money from NGO's do this malpractice in quick fix by picking ideas from here and there, which could be finical incapacity generally it is resulted due to academic incapacity.

[Code Inst Soc] also said that

Incompetence to incorporate reviews in their work; lack of awareness about plagiarism early in high schools like western academic; surprisingly one day when I was teaching extension postgraduate students no one wasn't even know the term plagiarism properly.

Additionally, [Code Inst Co Soc] said that "a plagiarists postgraduate students lack competence of developing coherent paragraph."

#### **Internet temptation**

[Code Dean Inst ] believe the main reason could be looking for good grades in addition to the availability of electronics materials and said that "The availability of electronics material like internet source could appeal students to plagiarize" .However, [Code Inst Curr ] did not put the access and availability of internet and electronics technology as major cause and he said "it could be facilitator"; believe that "Plagiarizing is directly related with state of mind; if someone considers it as stealing; since theft is bad no one could be easily influenced with temptation and access of the internet."

In similar perspective anonymous director of the college interviewee looked internet and electronics media as means, but with surprising smile added that "Postgraduate students could use sources books and previous theses too as sources" .In the tone that seemed similar scenario with above professor reply; other participant at rank of PhD looked electronic

media as major contributor for plagiarism as interviewee "internet like ocean any one can pick something from any where."

[Code Inst Co Edu] who was director anonymous college belief could Internet tempt postgraduate students to plagiarize, but this interviewee remarked that there should be honest and said

They have to be genuine, they should not use it in grant, for sure there could be tempting, but students have to guard themselves for instance ! in my case a well known researcher from abroad who found my work online that doesn't consist page number solicited me the page number through email look there are people who are honest, but others could may use this work with unmentioned page number.

The remaining interviewees considered there could be a possibility to tempt postgraduate students to plagiarize; however the responsibility lies on individual student but these participants disclosed they frequently face when students taking sentence and paragraphs inappropriately, thus [Code Instr Edu Reser] said that

Well in the case of modern technology it is a matter of abuse or use if students toil them much there could be possibility of extracting resourceful documents like UNCIEF and other international organization and journal but the problem is using it properly; we instructors don't check let me tell you plagiarism is ethical concept the individual might not caught red handed every graduate students have ethical responsibility if you were my students I wouldn't tell you to refine.

In addition to the above main factors different factors were forwarded by participants likewise [Code Inst Curr] also mentioned the following factors

Laziness to get benefit without hard work; absence of system that fights against to plagiarism ;indirect social approval which means when your friend plagiarize you don't hate him/her your friendship continues well internet could give opportunity because it has a lot of resource but those are intended for learning

Moreover; [Code Inst Curr] related students plagiarisms with the society prior and contemporary culture and said that

You know there is a problem of culture of talking stories that found by somebody else as yours own it is one form of idea theft that is why the world is now filled with corrupters you find this problem in academic area as academic corruption people are not angry or offensive, even they don't show any facial expression change when they heard such kind of theft even when professors plagiarizing, I remember in the old days when you have friend that stole something you wouldn't continue your friendship with him but now days people and don't want to lose their friendship with stealers people don't offended when they witnessed academic corruption we don't have strong rules on plagiarism strong sanction on plagiarism the entire education system is busy in giving license for degree.

### **The Department's mechanisms to identify the authenticity of students work**

For the question claimed on the mechanisms used by the departments to identify and deal with plagiarism, [Code Inst Soc Anthro] from the selected departments said that

Mostly the instructors use their intuition, once they suspect the thesis is a plagiarized one ,the advisors/examiners look intensively the consistency each part of the paper, because frequently a plagiarized paper parts didn't much

completely, since some parts might seem like a joiner writer writing while the other completely presented as senior professional work.

[Code Dean Inst] replied that his department staff uses an analogy approach of the above when they suspect their student's paper is unauthentic or a copy of prior course or other senior students the teachers ask their colleagues door to door. In similar spectrum [Code Inst Co Edu] replied that

It is easier for me to scrutinize freely outside candidates instead of being an examiner to an individual colleague who is doing a PhD dissertation; I felt it is good sometimes to be rough any way like as said earlier if there is a smell of plagiarism on the student's thesis the advisors and the examiners would give only a passing mark for the paper; inhibit it from being available for public assumption.

[Code Inst Co Soc] also include that

I frequently force individual presentation of students for the assignments; I believe the department's instructors would use their means to detect; moreover regarding to any assignments I have prior notification plagiarism is illegal and theft; the staffs that assigned as examiners and advisors when smell a portion and part of the thesis has inconsistency would raise a question on defiance; even if the student's presentation seems quite perfect; so it could be difficult to catch red handed but it is possible to speculate.

### **The Departments rules on plagiarisms**

For the question raised on the department's particular rules on plagiarisms; [Code Inst Co Edu] who was a director of one of the selected college remarked the availability of rules regulations in senate legislations but not particularly across departments; and said that

“we suffer from not full practicing the rules across departments that could be also incompetence”.

[Code Inst Curr] said that

may be there could be rules and regulations in the senate legislation but the departments did not have their own rules so they have to cascade which mean the departments could contextually and they could prepare students hand book in fact the departments are not such serious on the case since they are filled with staffs that pass with this malpractice I don't know about the past but I can conclude the present generations are influenced by their preceded.

Moreover; [Code Inst Co Soc] who was a director from the selected college didn't want to hid the department have no rules and regulations, however this interviewee remarked that “senate legislation would be used as bench mark to deal once a plagiarized paper and plagiarist found; also the department has a committee that would pass the last decision on the malpractice.”

[Code Instr Edu Reser] remarked that there are rules on plagiarism like other academic dishonest in senate legislation but this interviewee said that he didn't notice rules across departments. Generally, the absence of rules and regulations across departments particularly is also claimed by other instructors that participate in the study.

### **Plagiarism level of threat in the selected departments**

All the interviewee that found in different academic rank and academic qualifications; considered plagiarism as a threat for the quality of education in their respected departments

Thus, [Code Inst Co Soc] remarked that

Yes there are number of incidences that I face frequently; regardless of consistency comments on students work to acknowledge and paraphrase, substantiate properly, generally it is a threat for the quality, integrity of education not only for Addis Ababa University but also for the nation.

In similar stand [Code Inst Co Edu] said that

Yes, it is a threat I have witnessed large number of students at masters and PhD level plagiarizing, even I found plagiarized pages when I am asked to review papers for publishing so it is already became a threat for academic excellence integrity since it is case a cross a board of departments and institute therefore faculties and we are all accountable for the loss of academic integrity and this could eroded the reputation of institutes and give a bad image.

[Code Inst Curr] further believe that plagiarism is growing ever worse; became a clear danger for the quality of education in the interviewee department. In similar scenario [Code Inst Soc Anthro] it is a threat of a nation said that “look since lecturer of different higher educations got red-handed plagiarizing on defiance.”

Additionally, the issue treats level supported by [Code Instr Edu Reser] and said that “yes it is a threat due to ego of individuals and not working to their level of caliber it is a threat to institutes, research and original work at large it is a problem to nation everything is repetition it’s useless”

### **Interviewed Instructor’s Plagiarism Witness**

The following plagiarisms witnesses are selected from participants interviews; the incidences are presented to achieve the public right to know about plagiarism intensity

and all the incidences are red-handed caught scenarios and the interviewees witness are presented with all consideration of research ethics; as a result some of the interviewee voice like years, place and titles presented in encrypted and fictions form.

[Code Instr Edu Reser] witness:

Personally some [x years] back I published an article on journal this article presented in conference by me at [z place ]; [ y years] back anonymous article submitted to me for review and publication I started reading the article line by line the writer very meticulously very smartly snatch sentences and paragraph in the way I produced; the writer did not made any attempt to change everything was similar even the methodology and the analysis and ever part of journal except some modification of the title.

[Code Inst Curr] witness: for the sake of research ethics the department and title depicted in the interviewee voice are fictions

I advise my students to give correct citation and force them to change if they came with ideas that don't belong to them there are number of cases in our W department one day one of postgraduate student submitted a thesis under a title of ' the effect of Engineering to education' this title was approved by the department due to expectation the title variables would be related properly I was examiner to this and this postgraduate student came with wonderful writing how engineering would affect the economics, social, regional and national development all the variables used by this candidate doesn't belong totally education I asked the advisor why he/she let the advisee to do this but he/she couldn't reply to my question I told for W department if this paper would be programmed for defiance I will expose the postgraduate student and I will tell the entire truth for the audience this would not be good for the student

and for W department then the department decided to call the student fortunately the candidate admitted the copy this was extreme case of plagiarism that entirely copy material from someone and other location.

[Code Inst Curr] verbatim plagiarism witness

I remember one day when the conference broke for tea some people were giving strong comments on the issue of the conference but some one was listening attentively and said nothing but when we gather back for discussion the person who was listening attentively the strong comment on tea break raised the hand and started to speaks all the strong comments we had during the tea break as ones own idea.

### **Participants suggested solutions to tackle the challenge**

The following possible recommendations were forwarded by the informants for the question I claimed how to tackle the challenge.

[Code Dean Inst] suggested that “the department’s discrepancy to threat and deal with the malpractice must coincide with senate legislation; in addition to developing strong research methodology that hinders unintentional plagiarism”

[Code Inst Co Soc] suggested the following subsequent solutions to tackle the problem

1. Producing guidelines how develop a M.A/PhD thesis or desertion;
2. criteria how to evaluate students defiance;
- 3.acquating students with the rules and regulation;
- 4.producing a clear guideline on duties and responsibilities of advisors; because frequently advisors they don’t looks intensively their students thesis and they don’t develop it together everything as far as research is process;
- 5.the number of students that assigned for instructors has to considers the advisors tight schedules.

[Code Inst Soc] who perceived it is difficult to conclude whether plagiarism is prevailing among postgraduate students put the following recommendations

I don't want to blame totally postgraduate in the presence of inept instructors and advisors that disrespect their advisees instead of teaching them proper citation ;further students should get appropriate lesson to develop their poor English proficiency; additionally a lesson how to incorporate and develop their review ;finally advisors should stop treating all their advisee with indifference.

[Code Inst Co Edu] forwarded the following solutions to tackle the challenge

I believe three things have to be done, first assigning manageable number of advisee for advisors, second a technology has to be implemented that scan whether the submitted soft copy thesis or assignment is plagiarized or not ,at last the staff have to be capacitate with training how to read rigorously and critically students work.

[Code Instr Edu Reser] who caught his own paper copied by someone suggested the following solutions

Departments have to produced theses abstract ...you know abstract it few sentences on a page And compiled it channeled across departments these would help them to identify easily their students work could be similar or not with previous works, second departments have to encourage students to come up with new agenda and interfere in students title selection even though it is important to let students, finally departments have to act immediately before it became 'ጅብ ከሄደ በኋላ ውሽ ጮህ እንዳይሆን'.

[Code Inst Curr] who caught plagiarized thesis and witnessed verbatim plagiarism forwarded the following solution

I often argued education could influence culture therefore it is possible to reverse this culture through education and we have to change the way we offer education people should not be educated for money educating people have to be making them responsible and concern for other, their world and environment you know 'haram' (forbidden) so it is possible to reverse the problem after millions years I am kidding [short laughing] like I told you it is possible reverse the problem in one generation by making it as 'Haram'; you know 'Haram' mean something totally forbidden by your state of mind always if every part of responsible society participate I know it is challenging we should not give up at least it is possible to mitigate to level of loosen.

### Postgraduate Students Reply

Six postgraduate students participated in the interview based on their consent; moreover to make the interview profound and worth effective all the informants were students who were doing their theses. The responses of the interviewees are presented under themes in similar fashion of instructor's interviews analysis. The interviewed instructor's response is presented with codes after their background information and all the interviewed postgraduate students were males.

Table 20: Background information of interviewed postgraduate student's; n=6

Sex		Program	
Male	Female	Regular	Extension
5	1	4	2

## Plagiarism Prevalence in the selected Departments

The question deployed for this theme was raised with intention to know plagiarisms prevalence's among postgraduate students.

[Code Soc Psy Posg] who was recommended by his fellow friends for the interview due to his humble and honesty behavior believe plagiarism is prevailing among postgraduate students said that

Huuh! It is prevailing highly among postgraduate students; even I frequently observe my peers taking parts of sentence from books and producing as their own; sometimes I witnessed when postgraduate students took the whole part of other works; so I observed such activity many times.

[Code Coun Psy Posg] said that "I believe plagiarism is there among postgraduate students and it spreading since most of the courses that given are more of theoretical and when students get to practical like researches there could be a possibility to plagiarize." Moreover, another [Code Measu Eva Posg] belief plagiarism is prevailing put their personal observation on the issue as follow

For instance I personally witnessed different incidences always even though it is difficult to speak in a detail the incidence with figure Students would take one or two words from other thesis put it in their paper I personally witnessed such kind of practice in prior works title and area I'm doing; I observed similarity in different theses starting from their introduction parts.

[Code Adu Life Rese Posg]

Okay with current situation I heard about the situation .I heard first about plagiarism on media that one of the European politician plagiarism incidences even though it is difficult to conclude generally among postgraduate students I

personally observe and witnessed different incidences so it is possible to say it is prevailing.

[Code Edu Rese]

Personally I believe plagiarism incidence is prevailing more in mini course assignments researches like in modular course also I personally observed a complete carbon copy of different articles submitting for instructors in the case of thesis students could copy review literatures so even though it is difficult to conclude all postgraduate students would plagiarizes but is possible to speculate its prevalence among students.

[Code Dev Psy Posg]

Personally I see frequently postgraduate students in the library copying sentence and paragraphs from thesis directly without any acknowledgement I don't think so all of them are doing these for assignment purposes so I believe plagiarism is prevailing more among postgraduate students.

Thus, instructor and postgraduate interview response of the

### **Factors for Plagiarisms**

All the interviewees of postgraduate students that participated believe plagiarism is certainly prevailing across postgraduate; thus participants were solicited to list out the factors that drive plagiarist to plagiarize.

#### **Poor understanding in text citation conventions**

[Code Adu Life Rese Posg] listed out the following factor

It is known that plagiarism is illegal and wrong but you have academic freedom or right to use anyone's work if you acknowledge the sources properly but you see students copying someone's work due to their poor time management, stress to finish on time and poor understanding of text acknowledgement.

### **Reluctance of instructors**

[Code Dev PSy Posg] said "Personally I believe the following factor is a driving force teachers did not read their students work in depth; third students lack the knowledge how to write research papers." Additionally, [Code Soc Psy Posg] said that "For me I link it with grade and carelessness of advisors; in addition to low emphasis given to teach on research ethics [disfigure face], low research budget allocation could also another pushy factor."

### **Prior Educational Background**

[Code Coun Psy Posg] listed out driving factors one of it was postgraduate student's incompetence to write research papers

[Code Edu Rese] remarked that

First research has to started from lower level second most of the course that given are theoretical third there is no commitment from students and some time students use the whole information simple by downloading from internet.

[Code Measu Eva Posg] factors are presented subsequently and independently as follow

Okay cause that could be pushy in my belief would be 1. Awareness issue plus students sign at one of the front pages of these the work as their original one so to get this recognition 2. Resource scarcity if resources especially recent books are available I can see easily their original work instead of copying from others 3. Being careless simply taking readymade things from thesis sometimes I witnessed authors and books name on reference section of student's thesis but these books are not available in the library catalog.

### **Internet temptation**

All of the interviewed participants believe that internet is a good source for different articles, journals and papers; thus the vast resources available on line gave opportunity for plagiarists postgraduate students to manipulate the resource according to their desire;

the interviewees disclosed they frequently observed when postgraduate students using internet inappropriately. [Code Dev Psy Posg] said that “different materials are available online in a way that could easily be copied and pasted for instance anyone could get e-books, journals and articles easily .I think that is why I frequently heard instructors discouraging using internet sources highly for assignments”

Additionally, another [Code Coun Psy Posg] said that

You know there are huge numbers of sources available on the internet and I observed frequently students snatching sentences from online source since it is difficult for their instructors to detect so plagiarist students prefer to take text from internet rather than hard copy books because their instructor could get them if they took from hard copies.

### **The Department’s mechanisms to identify the authenticity of students work**

All the interviewees that participated in the study replied in similar fashion that seemed like echo voice that their departments and institutes have no vivid mechanisms that applied by their instructors to identify and deal with plagiarism, especially [Code Measu Eva Posg] interviewee responded that

I personally do not believe there would be mechanism that departments would use to identify students frequently said instructors even they don’t look your assignment and surprisingly instructors could might not even read completely essay what you wrote on exam so from my experience I didn’t face from our department that aware us what would happen if they found us plagiarizing.

Interview response of the instructors and postgraduate students signifies that the selected departments lack mechanisms to identify the authenticity of students work.

## The Departments rules on plagiarisms

A question was claimed with intention to investigate the availability rules and regulations across their departments and to explore the student's awareness on the rules

[Code Coun Psy Posg] said that

Me I did not see any rules I do not face any rules for instance that prevent student from plagiarizing however when you give your literature your advisor could comment you to cite properly even though there would be difference among advisors.

Five postgraduate students hesitates the availability of rules and regulations across their departments; [Code Dev Psy Posg] said that "personally I never come across or read and told by my department the rules that forbids students from copying ;even though there could be rules at the institute levels and in the senate legislation"

### Plagiarisms level of threat in the selected departments

[Code Soc Psy Posg] and [Code Dev Psy Posg] believe that plagiarism is a huge threat for the quality of education not only for departments but also for the nation; however [Code Coun Psy Posg] remarked that

You know I personally I do not face such kind of incidence so it is difficult for me to conclude plagiarism as threat for quality of education it is difficult for me to suggest it demands severe treatment but I hear different incidences from my classmate.

Except the above two interviewees other all participants gave emphasis the threat of plagiarism for the quality of education and their voice is presented subsequently as follow

[Code Measu Eva Posg] said that "it is a big threat, I have read different research for assignment to evaluate different papers I witnessed plagiarism even in published papers [clearing throat]; so it is huge treat for quality of education"

[Code Edu Rese]

Yes it is a threat since the action is crime once you took someone work and present as yours moreover things could be done repeatedly new things would may not touched so it reduces creativity and different new problems will may not get solutions.

[Code Adu Life Rese Posg] said that

I heard an interview that held with Addis Ababa university president on this and others issues the president said that the university is now implementing different approach on the university system...and soon the university would might invitees external examiners from abroad on different papers but I belief plagiarism is an issue of nation if there is a possibility ten plagiarized papers from four thousands students thesis I belief it is a threat for quality of education since ten papers wasted the resource of the country.

### Interviewed postgraduate student's plagiarisms witness

[Code Soc Psy Posg]

By the way plagiarizing some one work is an issue moral but now a day taking some one work is 'አሪፍነት ነው' [long laughing suddenly he changed his emotion and his voce got louder]; I saw three theses in library that seemed like carbon copy to each other in content wise and everytning the papers have also similar titles but they governed in different areas like 'Bhardar', 'Nekemte' and 'Desse'.

[Code Dev Psy Posg]

Personally I experienced my two classmates brought a complete coping other persons work for our group assignment but I suspected the sentence incoherence and I asked did they write themselves or not and after a lot of argument with them finally they confessed it was not their work.

[Code Edu Rese]

I personally witnessed one of my classmate submitted and presented a term paper under the tile of 'grade four science subject and' during the presentation day I personally did not notice but after a while when I was checking other articles and paper in the library I got the complete of similar article with my classmate paper and when I recalled the student paper it completely resembles with the article I found their similarity like a carbon copy the paper to each other even the instructors did not notice and said anything on the student paper.

[Code Measu Eva Posg] said that "I don't personally witnessed such kind of incidence but I heard [---] years back PhD students had been caught for using sentences that never exist on the cited book." [Code Adu Life Rese Posg] "I personally heard a postgraduate student that came from one of Ethiopian region entirely copied a paper of ----years back only by changing the title however I heard examiner caught him red-handed."

### **Participants suggested solutions to tackle the challenge**

All the postgraduate students interviewed forwarded the following solutions as their recommendations to tackle the challenge and their respond is presented subsequently

[Code Soc Psy Posg]

you know it is correct and good to read someone work and cite it properly on your work; however I witnessed most future instructors students lying; look these guys would take responsibilities in near future and be at different rank [laughing.....!],so for me these people would be burden for the country ; so when I think what should be done ;like I told early in order to control careless advisors departments have to develop rules regulations in order to follow advisors strictly their consistent feed back for their advisee; I think some departments have such kind of practice for instance after the advisor comment on the advisee work; it would submitted monthly for program unit for review , I think it is enough I was in big sate of emotion.

[Code Dev Psy Posg]

First instructors have to read critical their students work, second students should get awareness and guidance before they start the research process in addition to prior courses, third departments have to have technology to scan their students work that would be submitted in soft copy finally if the departments caught plagiarist students they have to penalize and announce this misconduct for the university community and the public.

[Code Edu Rese]

Okay first there should be enough education on the effect of, second when advisors give comments they have to look their advisee papers in depth, third the departments and advisors should not totally adopt the title submitted by students there should be some modification to new area, finally advisors have to help their advisee to be skillful instead of pushing them away.

[Code Adu Life Rese Posg]

Normally for instance if I'm going to copy someone work which is not mine .I would not get knowledge that I supposed to get so it is not fair to bring someone work by fixing it as my own this could affect the quality of education indirectly therefore to minimize plagiarism if it is possible there should be mechanism to control starting from the given assignments and instructors should compare and contrast assignments among students in order to check similarities other there should be awareness on the effect of plagiarism.

[Code Measu Eva Posg]

First the course that given have to be focused more on practical aspect for instance the instructor could come to the class with title and could give assignments to students to write background and other parts of the research so it is possible to use research titles as teaching aid .second rules have to be told to students early .and students have to be a warned once they found plagiarizing their would not be any forgiveness ,finally institute of educational research should create awareness on plagiarism for university community since the name of the institute entails it concern more for research.

[Code Coun Psy Posg]

First all the universities in particular the departments should aware their students on plagiarism; second the awareness should start from the elementary and high schools; last there has to basic rules and regulations to minimize the issue.

Generally, 77.9% participant's postgraduate student's belief plagiarism is threat for the quality of education in their respected departments the participant's response of the instructors and postgraduate students depict plagiarism is a present danger in their respected departments; moreover that the public could also claim on the academic

[Code Adu Life Rese Posg]

Normally for instance if I'm going to copy someone work which is not mine .I would not get knowledge that I supposed to get so it is not fair to bring someone work by fixing it as my own this could affect the quality of education indirectly therefore to minimize plagiarism if it is possible there should be mechanism to control starting from the given assignments and instructors should compare and contrast assignments among students in order to check similarities other there should be awareness on the effect of plagiarism.

[Code Measu Eva Posg]

First the course that given have to be focused more on practical aspect for instance the instructor could come to the class with title and could give assignments to students to write background and other parts of the research so it is possible to use research titles as teaching aid .second rules have to be told to students early .and students have to be a warned once they found plagiarizing their would not be any forgiveness ,finally institute of educational research should create awareness on plagiarism for university community since the name of the institute entails it concern more for research.

[Code Coun Psy Posg]

First all the universities in particular the departments should aware their students on plagiarism; second the awareness should start from the elementary and high schools; last there has to basic rules and regulations to minimize the issue.

Generally, 77.9% participant's postgraduate student's belief plagiarism is threat for the quality of education in their respected departments the participant's response of the instructors and postgraduate students depict plagiarism is a present danger in their respected departments; moreover that the public could also claim on the academic

excellence of the higher educations, especially on those that inconsiderate plagiaristic activity. Additionally according Southerland-Smith (2008) this malpractice could cripple the reputations of higher educations

### **Findings from covert participant observer**

This part of the chapter is needed to give a glimpse of information for the public how individuals and business company that made money by providing especially and pre written papers prepared papers. Further, it disclose how the papers developed for customers; all my undercover investigations narration presented with due consideration of research ethics not to blow the identity of those individuals and company. Thus, all my participants and observations are disclosed under anonymous names.

I found my first guy through one of copy house owner around the study area; this guy told me he had a lot experiences in doing different papers specially for bachelor degree students and genuinely he told me that he had no experience in doing master thesis; however he said that it is possible for him to try out with his other friends if the title is common and redundantly done like on the quality of education or on HIV/AIDS.

Then, I felt it is better to look other guys who are really reloaded with this experience; thus I started to ask different copy shops around 'Arat Kilo'; then someone showed me one of copy house owner who is famous in contacting students with those individuals who prepared papers. Then, I met the next two guys through this famous copy house owner and I found the last guy address on the sticker posted in one of city tax; all the observations presented under anonymous names and the first covert participant

observation anonymous presented under the title of yellow guy because in the day of our appointment the guy wore yellow t-shirt

### **The yellow guy**

After some friendly talking I asked my yellow guy experience of doing papers and some his voice is left blank for the sake of research ethics of the voice; he replied that

I have been doing many proposal and researches especially for undergraduate students for last nine years I have also done two theses and currently I' m doing for one of \_\_\_\_\_department graduate student and I graduate from Addis Ababa university in the field of\_\_\_\_\_.

I felt he could be less experienced for doing proposal and thesis for postgraduate student, but I found it would be early to express my frustration, so I kept the moment of discussion. I showed him a piece of paper that holds written theses titles to choose one of the title; all the selected titles study areas were Addis Ababa except one title that could be done in one of anonymous regional state capital city and I took all titles randomly from the thesis titles catalogs .

He said that "I think it is preferable to eliminate a title out of Addis Ababa because it is difficult to get at least small sample of data to duplicate the remaining." He selected one title that relates with culture because he told me "It is easy for me to do this easily since I'm doing one postgraduate student thesis that focus on culture". This moment gave me a chance to claim a question how he would prepared the review literature and I disclosed to him my fear on his less experience doing papers for master's students and he replied that "By the way I would not do this alone I have a friend; do not you read a book called 'Mohamed Gar Tabkiage' that contains part that written on the black market of papers."

I showed him strange face even though I read the article of the book. He told me the person who had interview with the journalist was his friend and he said that

You don't need to bother on the quality of my work because I will do the work with this experienced friend (the thesis engineer); he had many years experience so we can get any books from the university library because we have instructor friends from university; also I hope you could bring books that might helps us to write the review also we can use internet source book.

I claimed a question how he would do the analysis part and he tried to assured me by saying

You know we must collect at least small data from the study area that is why I said it is preferable to make the study site in Addis Ababa after your advisor approve the questionnaire we would; please you don't need to bother because after you saw my writing you would may believe me and if you are not happy we will change it according to your advisor comment.

My undercover investigation discussion windup after I had bargained on the cost he said that "You know if the work includes proposal it would be 2,500." Before we split-up he told me he got also paid for taking exam for students with false identity card.

### **The busy guy**

I found this business man phone number from one of 'Arat Kilo' copy shop; then I called him quickly and introduce myself with another fiction name called 'Henock' and told him my demand, but this guy seemed uninterested and said to me "I think I can't do your paper because I have four papers of other students that have to be submitted on deadline; I think it is better for you to look someone." However, I felt it is better to use this guy as snow ball; then I picked my phone again dialed his number and I asked him to find for me someone

who he may know; after some hesitation he promised me to contact me with someone. Then, after some days my phone started to ring with name of the busy guy then he gave me the phone number of someone I should meet. Then, I made arrangement to meet the recommended guy to one of the café he chose to meet and I saluted him with one of my fictitious names.

The recommended guy told me he is working in one of NGOs and he said that he writes project papers and proposals on his spare time; he told me that he did a lot of papers with his specialty for undergraduate students; and he told me that he did masters students papers with his peers.

Suddenly in that day one of his friends joined us and surprisingly the guy was the busy guy that I knew him only on phone. Then, the busy guy told me they need some real collected data to make the analysis otherwise it would be difficult for us to do the job because we are very serious in our job. Then, I moved my head up and down with sound that seems I agreed and I claimed my issue on the quality and the busy guy took the floor and said that I hope my friend told you that we are doing the things in group so we develop the paper including the proposal in group; so you should not bother because you can cut the agreement at anytime if you are not happy on our work starting from the development of the proposal. Then, I told him my interest to see his and his group's prior work since it helps me to measure the quality and decide; from while break he said I don't have them right now in hand but it is possible to tell you the name of postgraduate students with the titles. Finally, I asked the price and both of them told me the price would range 2,500.00-3,000.00 birr respect to the demand of the person.

## The 611 guy

I found this person phone number address from the sticker that posted in one of the public city taxi and I called to him then he gave his office address that found in of modern building of Addis Ababa with office number 611;

This guy company had five years of working experience in providing prewritten and especially written papers customers in addition to giving tutorial for different academic level students; this guy told me also the company have bilateral relationship with different individuals that holds masters degree in different fields to consult and finalize the customers papers.

The 611 guy assured me for the questions that I claimed on the quality papers; he said that I should not bother for the quality of the papers because he told me that their company had many years of experiences in this services. Further, the 611 guy said that his and his friends company frequently uses excellent rewarded student's papers data sources that done in similar context. I asked the price for full-fledged papers from while silence the 611 guy told me their minimum price were 2,000 birr, but he said since you are three and this price deducted to 1,500 birr.

Finally, the above covert participant observation delineate various papers were made by these individuals and company for undergraduate and postgraduate students ; thus it is possible to speculate that unknown numbers of these papers might be on the shelves of private and public higher education institutes for public and academic consumptions.

## CHAPTER FIVE

### SUMMARY CONCLUSION AND RECOMMENDATIONS

#### 5.1. Summary

This study tried to assess prevalence's of plagiarisms and factors that affect it in selected departments of Addis Ababa University. A descriptive analysis has employed at times covert approach was deployed to show how individuals and business companies developed prewritten and especially written papers. In this study questionnaires and interviews were used simultaneously as methods of data collection; Postgraduate students, instructors, dean, directors of colleges and institutes were participated in the study.

Thus, this study statistical mean calculations and interviews responses depict poor understanding of plagiarism and internet plagiarism are two types of plagiarisms that prevailed most across the selected departments; while submitting a bought a complete piece of work term papers/proposals/thesis prevail rarely in the selected departments. The leading intentional driving factor is pressure to succeed followed subsequently by internet temptation and belief they will not be caught. Despite these factors absence of formative feed backs from instructors how to cite, paraphrase and reference text source is a leading unintentional plagiarism factor that followed by poor understanding of in text conventions.

Finally, interviewed instructors and postgraduate student's belief that plagiarism is threat for the nation its threat is a clear and present danger in the selected departments.

## 5.2 Conclusions

This research tried to assess the prevalence of plagiarisms and its implication to quality of education: the case of Addis Ababa University. The following conclusions are drawn based on the research findings and discussions.

The study indicates plagiarism prevailed most whether it is caused intentional or unintentional. Further, plagiarisms due to incompetence prevailed due to absence of formative from instructor's in selected departments.

Moreover, absence vivid and inclusive mechanisms to identify the authenticity of students work across the selected departments show that there is loosens anti-plagiarism movements in the selected departments. Thus, plagiarism is clear present dangers not only to the selected departments but also to nation higher educations that are not ready to defined and defend plagiarism.

## 5.3 Recommendations

The following recommendations emanated from the research results and conclusions.

- Educations have to be given at the level of primary and secondary schools to acquaint students about plagiarisms;
- Departments and institutes should prepare common explicit simple examples of correct text acknowledgements conventions that could be put on the course outlines of each courses/modules;
- Students should be warned about plagiarism across the selected departments and institutes;

- The student's papers and thesis titles have to guide to new issues and contemporary problems of the society to minimize replications and scrabbling on similar arena;
- Manageable number of students should be assigned for advisors while they advises thesis; to make the advisors advises worth effectives;
- Departments and institutes should develop abstract of each year student's thesis and other researches that possibly channeled across them;
- Uniform and concert rules should be developed and implemented across the faculties, colleges, schools of the study area and nation to treat the problem with out equivocal;
- The nation higher educations should have a hub data base and software's that could help instructors a cross the nation to check their students work with others prior work;
- There should be zero tolerance for intentional plagiarisms and the fraudulency have to publicize on media to create awareness across the nation higher educations.

## References

- Chohen, L., Marnion, L., & Morrison, K. (2005). *Research Methods in Education* (5<sup>th</sup> ed.)  
Published: Taylor & Francis e-library.
- Devlin, M. (2006). *Policy, Preparation, and prevention: Proactive minimization of student plagiarism*. *Journal of Higher Education Policy and Management*, 28(1). Retrieved December 14, 2011 from: <http://www.hdl.handle.net/10536/DRo/Du:30006665>
- Eckiston, A. (2003). *Combating Academic Fraud*. Published: International Institute for Educational Planning
- Gary, M. and Marshall, S. (2005). *How well do students really understand Plagiarism?*  
. Retrieved January 14, 2012 from: <http://www.cqpress.com/docs/Combating%20plagiarism.pdf>
- Hansen, B. (2003). *Combating Plagiarism*. Retrieved December 17, 2011 from: [http://www.ascilite.org.au/conference/brrasbane05/blogs/proceeding/52\\_marhall.pdf](http://www.ascilite.org.au/conference/brrasbane05/blogs/proceeding/52_marhall.pdf)
- Lipston, C. (2008). *Doing honest Work in College*. Published: State of University of New York Press, Albany
- Marsh, B. (2008). *Plagiarism: Alchemy and Remedy in Higher Education*. Retrieved January 16, 2012 from: <http://www.sunypress.edu>

Park, C. (2003). *In other (people's) words: plagiarism by university students –literature and lessons*. *Assessment and Evaluation in Higher Education* 28 (5) .Retrieved January 24, 2012 from: [http://www.lances.ac.uk/staff/gyaccp/caeh\\_28\\_5\\_02lores.PDF](http://www.lances.ac.uk/staff/gyaccp/caeh_28_5_02lores.PDF)

Park, C. (2004). *Rebels without a clause: towards an institutional framework for dealing with plagiarism by students*. *Journal of Further and Higher Education* 28 (3) .Retrieved January 24, 2012 from: <http://www.lances.ac.uk/staff/gyaccp/rebels%20without%20a20clause.PDF>

Pecorari, D. (2010). *Academic Writing and Plagiarism: a linguistic analysis*. Published: typeset by Aptara Books Ltd.,

Pupovac, V., Bilic, L. and Petrovecki, M. (2008). *On academic plagiarism approach in Europe. An analytical approach based on four studies*. Retrieved December 15, 2011 from: [http://www.uoc.edu/digithum/10/dt/eng/pupovac\\_bilic-zulle\\_petrovecki.pdf](http://www.uoc.edu/digithum/10/dt/eng/pupovac_bilic-zulle_petrovecki.pdf)

Southerland-Smith, W. (2008). *Plagiarism, the internet and student learning*. Published: Rutledge

Verity J., and Mark E. (2001). *The Efficacy of Policy Statements on Plagiarism: Do they Change Students' Views?* .*Research in Higher Education*, 42(1) .Retrieved December 27, 2011 from: <http://www.jstor.org>

Wilkinson, J. (2009). *Staff and Students Perceptions of Plagiarism and Cheating*. *International Journal of Teaching and Learning in Higher Education*, 20(2), 98-105. Retrieved December 14, 2011 from: <http://www.isetl.org/ijtlhe>

Williams, J. (2002). The plagiarism: are students entirely to blame?. Retrieved December 4, 2011 from: <http://.asacilite.org.au/conferences/auckland02/proceedings/papers189.pdf>

Wm., J. (2003). *The concept of plagiarism*. Retrieved December 7, 2011 from: <http://www.celt.mmu.ac.uk/ltia/issue4/johnston.shtml>.

Publication Manual of the American Psychological Association (2010). *Publication Manual of the American Psychological Association* (6<sup>th</sup> ed.) Published: Washington, DC: American Psychological Association.

## Annex-I- Questionnaire for Postgraduate Students

### ADDIS ABABA UNIVERSITY SCHOOL OF GRADUATE STUDIES INSTITUTE OF EDUCATIONAL RESEARCH

This questionnaire is intended to explore Prevalence of Plagiarisms and Factors that affect it in selected departments of Addis Ababa university. The findings of the research will provide information that could be helpful for the selected departments. Thus, you are solicited earnestly to respond genuinely for the questions. The entire questionnaire you fill out are anonymous and the information collected will be treated confidentially and used only for the purpose of this study.

**N.B:- Please don't write your name or I.D. number on this questionnaire.**

#### General instruction

This questionnaire contains three parts: General information, a range of statements which can be considered as being appropriate or not in various degrees (Likert scale) and items that comprise claims and descriptions. After giving general information about yourself, please state if you personally consider the factors as very high, high, average, low, very low on the table that follows immediately after the general information part. And read the instruction for the third part. Thus, I sincerely ask you once again to give me your honest answers and unreserved opinion.

#### Part-One

##### General information

1. Department: \_\_\_\_\_
2. Class Year  I  II and above
3. Program  
 Regular  Extension
4. Sex  Male  Female
5. Age  20-30  31-40  41-50   $\geq 51$

## Part-Two

**Instruction- I:-**The following questions are designed to explore the prevalence of graduate student's plagiarism in your department, so please put tick mark (√) for the following questions if you personally consider the prevalence as Always=5, frequently=4, Sometimes=3, Rare=2 or Not at All =1

1. How often have you seen graduate students of your classmates		5	4	3	2	1
1.1	submitting assignments that complied and copied from internet as their original work					
1.2	reusing a submitted proposal/term papers/thesis of other senior student's					
1.3	reusing their organization and other organization project papers as their own original work					
1.4	coping other work due to poor understanding of text citation, paraphrasing and referencing conventions					
1.5	compiling different texts/ideas from various books and submit it as their own original work to deceive marks					
1.6	buying complete piece of work for term papers/proposals/thesis					

### Part –Three

**Instruction I:** - The following questions are designed to explore factors that influence students of your department plagiarize, so please put tick mark (√) for questions 2 and 3 if you personally consider the factors as Very high=5, High=4, Average=3, Low=2, Very low=1.

2. In your opinion postgraduate students of your classmates who plagiarizes intentionally due to:-		5	4	3	2	1
2.1	Poor time management					
2.2	Pressure to succeed					
2.3	Lack of interest to the courses					
2.4	Term papers difficulty and tight due date submission					
2.5	Internet Temptation					
2.6	Belief they will not be caught					
2.7	Instructors reluctance or ignorance to act on the misconduct					

3. In your opinion postgraduate students of your classmates who plagiarizes unintentionally due to:-		5	4	3	2	1
3.1	Poor understanding of text citation, paraphrasing and referencing conventions					
3.2	Confusion and contradiction among courses instructors, on citation, paraphrasing and referencing of text sources					
3.3	Absence of formative feedback from instructors how to paraphrases, cites and references text sources.					
3.4	Failure to understand role of academic tasks that prepare them for future professional work					
3.5	Poor English language proficiency					

**Instruction II-** Please answers from question 3 up to 8 by putting tick mark (✓) in the given box

4. Did you take lessons/notification from your department on the convention of text citation, paraphrasing and referencing of text sources?

Yes

No

5. Do you think your course instructors or advisors are ready and dedicated to show correct text citation, paraphrasing and referencing conventions for their students?

Yes

No

6. Do you face challenges that force you to ignore text citation, paraphrasing and referencing conventions?

Yes

No

6.1 If your answer is Yes, Please try to mention those challenges

---

---

7. Does your department have rules and regulations particularly on plagiarism that all instructors would use it to penalize a plagiarist student?

Yes

No

Unknown

8. Do you believe plagiarism is a threat for the quality of education in your department?

Yes

No

Unknown

8.1 If your answer is Yes, Please try to write your suggestions to tackle the challenge

---

---

---

---

---

---

---

**N.B:-** I thank you for the time you took to answer the questions genuinely!!!

## Annex-II:-INTERVIEW GUIDELINES OF INSTRUCTORS

### General Information

1. Department: \_\_\_\_\_

2. Academic Qualification

M.A/M.Sc.

PhD

3. Professional Rank

Lecturer

Assistant Professor

Associate Professor

Professor

4. Sex  Male

Female

1. How do you describe the prevalence of plagiarisms among postgraduate students?
2. What factors do you think contribute for various plagiarism incidences among postgraduate students?
3. To what extent do you believe the internet create a chance to plagiarizes some one original work?
4. What mechanisms used by your departments to identify and deal with plagiarisms?
5. What mechanisms you personally use to identify whether students produce an authentic or plagiarized thesis?
6. To what extent plagiarism is a threat in your department? If the answer is Yes, How it should be tackled?

## Annex-III: - INTERVIEW GUIDELINES OF POSTGRDUATE STUDENTS

### General Information

1. Department: \_\_\_\_\_

2. Academic Year

I

II and above

3. Sex

Male

Female

1. How do you describe the prevalence of plagiarisms among postgraduate students?

2. What factors do you think contribute for various plagiarism incidences among postgraduate students?

3. To what extent do you believe the internet create a chance to plagiarizes some one original work?

4. What mechanisms used by your departments to identify and deal with plagiarisms?

5. What mechanisms you personally use to identify whether students produce an authentic or plagiarized thesis?

6. Do you believe plagiarism is a threat in your department? If the answer is Yes, How it should be tackled?