BIBLIOGRAPHY

CALLISEN, CARISSA M. APRIL 2013. Awareness and Practice of Plagiarism in the Requirements among Sophomore Development Communication Students of Benguet State University. Benguet State University, La Trinidad, Benguet.

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ABSTRACT

The study was conducted to know the awareness and practice of second year Development Communication students regarding plagiarism. Specifically, the study identified how the respondents make their academic requirements, their level of awareness on the definition of plagiarism, their reasons for committing plagiarism, which DevCom subject requirement they plagiarize most and to identify their sources of information. Moreover, the study determined the methods of instructors in identifying plagiarized articles and to enumerate suggested measures to avoid plagiarism cases.

A survey questionnaire was used to gather data from 30 respondents together with interview schedules with three instructors of DevCom. Data gathered were analyzed and interpreted using descriptive frequencies and percentages.

All of the 30 respondents were second year Development Communication students regardless of the major field. All of the respondents had been writing articles even before

taking up DevCom but 63% of them found it difficult to make an article or reaction paper. The respondents did not have the same schemes in writing their articles.

Making the first draft and checking and editing their articles were identified as the most difficult steps in writing articles. Moreover, respondents rushed in writing their academic requirements despite ample time given by the instructors.

Majority of the respondents were aware of the word plagiarism. More than half of the respondents could identify whether an article is plagiarized or not. Furthermore, most of the respondents were much aware of the different types of plagiarism and some of them also were not aware that there is no need to cite references or authors of the sources of information if it is a common knowledge.

Moreover, respondents quoted their sources because it was a required by the instructors and because they know that plagiarism is a crime. There were some of the respondents did not paraphrase because they found it hard to do so.

Due to wide access and availability of information from the internet, it is the most used source of the respondents for ideas and books as the least being used. On the other hand, the use of internet also was the instructors' basic tool in identifying whether an article or reaction paper was plagiarized or not aside from knowing the students capability in writing. Further, instructors' gave a lot of time for their students to write their academic requirement and always remind them of plagiarism.

Second year Development Communication students found it difficult to write their academic requirements despite knowing the steps in writing even if they were aware of the word plagiarism. Most of them copied and paste information from the internet being the

most accessible and available source of information. Moreover, the respondents rushed in writing their academic requirements despite the ample time given to them by their instructors. DevCom Instructors had a system in identifying whether an article of their student was plagiarized or not however, no specific computer program was used to rigidly check on cases of plagiarism.

It is then recommended that since the chances for students to plagiarize is higher if the article is assigned as take home where internet is highly accessible it is recommended that requirements be written inside the classroom during laboratory time. Additionally, students should internalize the ethical and legal considerations so that they will avoid committing plagiarism. Also, Instructors should continue motivating the students to write their own article and be strict on the implementation of deadlines of the academic requirements.

INTRODUCTION

Proper guidance at an early stage helps the young and professional writer do better along the good course of journalism. To start a career in writing, one must have to understand the grounds and nature in writing.

Writing with integrity and credibility is not only accounted to the writer but also, most often, the educational institution who trained him/her. It is always a primary responsibility of the educational institution to instill principles aside from theories and skills to the students.

In communication courses where writing is the primary activity, students are taught to create original articles or pieces. BS Development Communication is a course offered in Benguet State University by the Department of Development Communication (DDC) under the College of Agriculture. Development Communication is said to be one way in alleviating poverty especially in the developing countries and it mainly focuses in the achievement of human potentials for development. It has four major fields which are:

Community Broadcasting, Development Journalism, Educational Communication and Science Communication which all are writing and creation of materials for development. But it is not just merely writing as Castillo (2011) said, that development journalism including the other components is also about how one disseminates information about the latest development in the country using the various media that may fit to man's human and non-human resources like skills, time and money respectively. Moreover, it is the

development of a person's perspective of his nation through journalism; it is the act of disseminating information that would open the minds of the public to reality.

BSDC subjects, just like in any communication course, require academic outputs that are mostly written articles, reactions and researches. However, due to wide and easy access of information like the Internet, plagiarism has been experienced with the outputs of the students. It is observed that plagiarism has become a practice for some students who have no understanding on what is it. And since going through word by word is difficult just to determine if it is plagiarize or not, students tend to be confident in online copying of information in their academic requirements.

Development Communication (DevCom) will be very possible and applicable in our country because it belongs to the category of developing countries. But to become an effective development communicator, comprehensive trainings and knowledge in the field of writing with attention to avoiding plagiarism is very important.

Plagiarism is defined by Writing Program Administrators (2003) as "academic and public dishonesty." Moreover, in an instructional setting, plagiarism occurs when a writer deliberately uses someone else's language, ideas, or other original (not commonknowledge) material without acknowledging its source. Further, Imperial College London (2012) defines plagiarism also as the presentation of another person's thoughts, words or images and diagrams as though they were the writer's own.

According to Ulrich (2006) the idea that the Information Age is a new alternative excuse for plagiarism is recently gaining ground. Ulrich (2006) claims that in the age of

global internet access to information; plagiarism is rapidly becoming a skill rather than representing an unacceptable use of published material.

Though instructors instill in students that copying thoughts and ideas from online or printed material is a crime and should follow the styles and guide in citation still, students, according to Gabriel (2010), do not understand that using words they did not write is a serious misdeed. Further, he added that Digital technology makes copying and pasting easy, but that is only the least of it. And that the Internet may also be redefining how students, who came of age with music file-sharing, Wikipedia and Web-linking, understand the concept of authorship and the singularity of any text or image.

Moreover, according to Hall and Sven (2004), some people go to college unsure of what plagiarism is. The ease which computer files can be downloaded and copied has further confused many people. Students are accustomed to meaning and using other people's words that they forget where the lines are drawn.

In an interview, Awas (2012) of the Department of Development Communication, BSU also noted that plagiarism is really a common crime to any institution and that there are a lot of cases in the Department especially to the lower years or the freshmen since they lack understanding and awareness on plagiarism.

Therefore, there is a need to document the awareness and practice of plagiarism among Development Communication students. Further, to identify the other possible reasons for the existence of such activity and to provide materials for the students to further understand plagiarism.

Statement of the Problem

This study aimed to seek the practice of plagiarism among Development Communication students.

Specifically it aimed to answer the following questions:

1. How do students write their articles or reaction paper?

2. What is the level of awareness on the definition of plagiarism among the respondents?

3. What are the reasons why the respondents plagiarize?

4. What are the sources of information used by students in committing plagiarism?

5. What methods do the instructors use to identify plagiarized articles?

6. What are the recommendations of the respondents to lessen plagiarism?

Objectives of the Study

The study aimed to document the plagiarism of articles among the Development Communication Students.

Specifically the study was able to:

1. identify how respondents make their articles or reaction papers;

2. determine the respondents level of awareness on the definition of plagiarism;

3. identify the respondents' reasons in committing plagiarism;

4. identify the sources of information used by the respondents; and,

5. determine the instructors' method in identifying plagiarized articles.

Importance of the Study

There is a need to study plagiarism in the academic requirements among the DevCom students in order to correct their writing scheme and to possibly educate them on plagiarism.

The study may also provide an avenue for students to be challenged in the perseverance of the values of DevCom.

Further, this may give a perspective on how the students write their own articles and may help instructors to create mechanism to plagiarism in students.

The study may also be used as a reference to those who want to conduct similar studies.

Scope and Limitations of the Study

The study included second year students of BS Development Communication of Benguet State University regardless of their major.

The study's concern is to know how students plagiarize their articles and measure the perception of the respondents on plagiarism as influenced by their knowledge. Also, it aimed to know the methods of the instructors in determining plagiarized articles.

REVIEW OF LITERATURE

<u>Plagiarism</u>

Plagiarism is defined by Folkerts and Lacy (2007) as the stealing of words and ideas of others and presenting them as your own, adding that it is deliberate dishonesty and it is usually just that: the plagiarist props open a book beside the typewriter and copies the word for word. "Never repeat anybody else's ideas and words without acknowledgment."

The Writing Center (2012) defines plagiarism as "the deliberate or reckless representation of another's words, thoughts, or ideas as one's own without attribution in connection with submission of academic work, whether graded or not.

Harris's (2007) study of Plagiarism in Academe defines plagiarism as the snaring of something and keeping it for your own use, like a gamekeeper's theft of trappable animals from the estate of an owner.

In addition, Gladen (2006) stated in her work "A Definition of Plagiarism College students" that plagiarism is "the act of taking credit for someone else's work." She added that in college, this usually involves writing, but other kinds of work can be plagiarized as well, including music, ideas, and artwork. Taking credit for work that someone else created is stealing and is a violation of intellectual property law. Hence, plagiarism is more than just a violation of school policies and a teacher's trust; it is an illegal activity that is not so different from stealing someone's iPod or wallet.

Plagiarism Among Students

Checker (2012), stated that the first thing that promotes plagiarism among students is the teacher themselves who do not make them aware about the issues and the types and even the results of plagiarism. It stated that teachers are responsible for telling the students about the presentation of their work and the work of others. There are many teachers, who also find very tough to go through each word of student's academic requirements and than giving them the grade accordingly, rather they just check out the views of the students (Checker, 2012). In the case of students, the plagiarism is enhanced because of laziness and the carelessness. Once students succeed in cheating the teachers, they begin losing the interest of making their own ideas and start developing the habit of plagiarism.

However, there are various reasons why students engage in plagiarism as written by Sallegue (2011) in her article Why Students Plagiarized. One is meeting the deadline. Students who are rushing too many assignments are left with no choice but to copy other people's work and ignore proper citation. Another is availability of online searching. With the advent of internet, students can just surf the internet for information that they need. It may also be because of lack of knowledge about plagiarism, or lack of knowledge about the punishment when caught.

Moreover, Sallegue (2011) added that students think that the works of others are better than what they can produce. Another factor may also be because not all instructors are trained to spot plagiarized works. Due to a large array of information, it is almost impossible for teachers to track down if each and every work that their students submit has been copied or not.

Complementary to Checker, in the study of Batane (2010), 75% of students tend to plagiarize because of laziness, Writing an article also takes time specially when there are other assignments that are need to be done that student tend to plagiarize even when they were taught that it is wrong. The study further revealed that there are only 6.7% of the students who stated that they cheated because of lack of skills in proper academic writing. Also, students reported that plagiarism cases in the university were not taken very seriously as they often see most of their colleagues get away with this kind of cheating. This tempts them to also engage in the behavior of plagiarizing.

In addition, Batane (2010) discovered on his study that students are encouraged to plagiarize because of the tendency of lecturers to give the same essays and tests every year, thus, it is easy to get a previous student's assignment and copy from it.

On the other hand, he stated that when lecturers were questioned about their response to plagiarism incidents, a majority of them reported that often, when they suspect or identify plagiarism cases in their classes, they rarely take the issue beyond and just talk to the students concerned.

In another study conducted by Bamford and Sergiou (2005), they found out that the main reasons for acknowledged plagiarism were external pressures to succeed or time pressure. With unintentional plagiarism, students are unaware that they are committing plagiarism and that they could not distinguish between paraphrased and plagiarized text.

However, regardless of the many reasons of students in plagiarism, Terry (2007) stated the two main reasons in the widespread of plagiarism today. First, the students have probably never plagiarized so widely but the growth of the internet and the rise of

companies dedicated to selling readymade assignments have certainly made plagiarism seem a more practical way of gaining modular credits compared before. Terry added that companies selling assignments to students are simply challenging universities' longstanding monopoly as vendors of higher educational credits. Secondly, universities are ever aware of plagiarism and yet they feel limited to control it.

State of Awareness on Plagiarism Among Students

Better understanding on what plagiarism is makes a higher tendency for the student not to commit plagiarism.

The study of Madray (2007) shows that recent high school graduates, freshmen entering Colleges are unaware and unprepared for higher education. Many students especially those who lack paraphrasing and analyzing abilities have difficulty in citing book sources. Moreover, 73% of the participants in her study (post-test) failed to correctly answer the question, "Does copying from a book without crediting the source constitute plagiarism?"

Further, findings revealed in the journal of Ramzan*et al.* (2012) showed that there was a low level of awareness about plagiarism and university plagiarism policies and processes amongst the students. It also revealed that many respondents did not understand what plagiarism is. A significant number of students have fairly admitted that they have intentionally plagiarized written materials.

Gabriel (2010) in his article, stated that writing tutors and officials of some universities responsible for discipline who described the plagiarism suggest that many students simply do not grasp that using words they did not write is a serious misdeed.

Plagiarism from the Internet

According to Gabriel (2010), a freshman at Rhode Island College copied and pasted from a Web site's frequently asked questions page about homelessness and did not think he needed to credit a source in his assignment because the page did not include author information. He added in his article that educators who study plagiarism from other universities said that it is a disconnect that is growing in the Internet age as concepts of intellectual property, copyright and originality are under assault in the rampant exchange of online information and that digital technology makes copying and pasting easy without understanding the concept of authorship and the singularity of any text or image.

In a post, Minkel (2010) stated that the issue nowadays is that a large number of college students are acting as college students always have—baldly lifting whole passages for their term papers from other sources without citing. He added that the battle is between the digital age - between unverifiable, unattributed information sitting around online and the general ease with which young people obtain, alter, and share creative content on the Internet. Students cannot seem to figure out that cheating on a paper is wrong and a lot of them cannot even tell that whether they are cheating and the Internet is to blame.

In the article of Howard and Davies (2009), they said that with large information and answers from the internet, it was observed that internet itself is the culprit for student's plagiarism.

Plagiarism and Its Effects to the Values of Students

In the article of Carson (2010), she said that students seem willing to risk punishments by committing plagiarism even though they may be putting their academic viability and future careers in jeopardy just to lessen stress when making their works.

However, Carson (2010) said that there is a need to correct the wrong doings of the students because stealing other's works decreases the personal ability of the person to make his/her own original piece and the failure to cite sources decreases the

accountability of the writer.

Parallel to Carson's statement, iThenticate (2012) had identified six consequences of plagiarism. Plagiarism destroys the student's reputation, professional reputation and academic reputation. The person may also be charged of legal repercussions, and in terms of medicine, a plagiarized research may cause death.

John Carroll University (2012) also posted that plagiarism could harm the person himself, other students and the instructor. It damages also the student-teacher relationship and even the critical, creative and independent thinking of the students. It even disrupts the atmosphere conducive for learning and replaces effort and trust with cynicism and distrust.

Identifying Plagiarized Articles

Townley and Parsell (2004) said in their study that detection of a suspected plagiarized works of students is difficult due to wide access of information sources instructors could ever know. Therefore, they added that as the net seems to enhance the

prospects of the plagiarist, some people and institutions look to the Internet for the solution to plagiarism: the net has created the problem, so the net should be able to solve it.

Townly and Parsell(2004) used a popular service provided by Turnitin.com to detect plagiarized in their study. They explained that Turnitin.com scans papers for passages copied or paraphrased from web pages, journals or other papers. However, its success as a plagiarism detector depends on the breadth of its database and only those plagiarized content already in the database will be detected.

Meanwhile, Bailey (2011) in his article stated that internet is the perfect tool that makes detecting plagiarism an easy task. Aside from the use of Turnitin.com, he listed several search engines for a specific searching.

One is the use of Google which is good for locating copycats. Bailey (2011) said that the best way of using it is the use of statistically improbable phrase (SIP) and not punching the title of the article because many changes the original title of the article. A good SIP is usually between 6-12 words long and is completely unique to a work.

However, as powerful as Google is, it has limitations. For one, it tends not to index some of the most rampant places for plagiarism such as private message boards and social networking sites.

Another tool mentioned by Bailey is the use of Copyscape which makes the searching more efficient by merely typing the URL of the work you want to search, clicking "submit" and then Copyscape will do the rest. But as the Google search, it also has limits. The free version is too limited for some users and displays only ten results, with unlimited results costing 5 cents each.

Bailey (2011) recommended Plagium which he said is very similar to Copyscape but also use Yahoo as search engine and gives a different result from that of Google. The use of Google Alerts automate searching, thus simply set up search queries as described above and instruct Google Alerts to email new results. The service is completely free and is ideal for sites where the content remains relatively static. Nevertheless, Snow (2006) said that educators are substantially facing challenges of the electronic age and will face increasing pressures to ensure that the student writing they receive is free from plagiarism whether in the form of misappropriated language or misappropriated ideas from the Internet.

She added that rather than adopting online technology only to detect plagiarism, such educators may best employ such technology in a more proactive fashion to guarantee that their students fully understand what constitutes plagiarism in their work.

Avoiding Plagiarism

Since the act of plagiarism cannot be avoided for others, there are some ways on how to avoid it. Like a disease, it has an antidote.

In the study of Snow (2006), she developed a tutorial about plagiarism in response to increasing plagiarism in the courses she teaches. Snow used the tutorial in conjunction with electronic plagiarism detection. She instructs students to work through the tutorial before they turn in any written work. When students are caught plagiarizing, they are being sent to tutorial again. Using the tutorial and the plagiarism detection at the same time, Snow found it difficult to quantify the effect of the tutorial; however, the two measures together

have reduced plagiarism in her class from 10% to 2% overall. In addition, her students who plagiarized and then completed the tutorial did not repeat their poor performance.

Moreover,Goosney and Duda (2006)understanding why students plagiarize is the first step towards finding a solution. The second step is to teach students what plagiarism is and why it is important to know what plagiarism is, and to help them learn to prevent it. They added that instructor who understands the causes is well equipped to develop teaching practices that educate students about plagiarism, and to avoid situations in which it typically occurs.

Further, Goosney and Duda(2006) identified four steps on how students can avoid plagiarism. First is creating student awareness since many students do not even hear of the word plagiarism until they go to college or university. Simply pointing them to a written campus policy is not enough to educate them about the issue. Therefore, instructors should make plagiarism awareness an integrated part of every undergraduate course they teach, using class time to explore what plagiarism is and where it fits within the whole process of academic integrity. On the part of the students, Goosney and Duda said that they should be engaged in defining what they believe plagiarism is and why they see it as being important, or unimportant, in their lives. They should learn not only how to cite papers properly, but also why this process is central in sharing ideas, giving due credit, and gathering support for their own ideas.

Goosney and Duda(2006) also suggested that instructors encourage proper time management among student because though they were aware of plagiarism and its consequences, they prefer to plagiarize due to lack of time. Further, distributed due dates can help students avoid the end-of-term panic brought by not being able to find a topic,

being unsure of the research process, or not realizing how time consuming the assignment would be. Instructors also should observe and influence the planning and development of the work. As an alternative, instructors may give a series of small assignment interval throughout the semester which may avoid the last-time pressure. The third step is designing "Plagiarism-resistant" assignments that are researched-oriented by giving clear and written instructions. Instructors should also be creative with the design of the assignments and specify that students use/integrate certain sources. Instructors may also change assignments regularly. The last step is to enlist the help of others at the institution because the battle to prevent plagiarism should not be fought alone. At any academic institution, support services exist to help instructors and students avoid the plagiarism (Goosney and Duda 2006).

In addition, The University of New South Wales, Sydney (2010) had identified the following on how to avoid plagiarism: be aware of the constitutes of plagiarism; plan work; do things on time or before the deadline; learn how to acknowledge sources; be accurate and give the readers a chance to look for the original sources; learn how to effectively incorporate works of others in writing; use quotations correctly and learn to make effective notes from sources; and process the information to avoid copying word by word.

Steps in Making Articles and Reaction Paper

The better outcome of an article or reaction paper lies on the knowledge on how to start and how to end the piece. The following steps are according to American University (2009) and these are just among the various steps in making article or reaction paper. (Step 1) Select topic or subject then (step 2) narrow the topic. (Step 3) State the tentative

objectives, (step 4) form a preliminary biography and (step 5) prepare a working outline. The next step (6) is to take short notes, (step 7) make outline on the paper and (step 8) make a rough draft. The next step (9) is to edit the paper and last step (10) is to write the final draft.

Definition of Terms

Academic requirements.Refers to assignments, projects, articles and reaction papers being required by the instructors of the Department of DevCom.

METHODOLOGY

Locale and Time of the Study

The study was conducted in Benguet State University, College of Agriculture.

Benguet State University, College of Agriculture is located at La Trinidad,

Benguet and is six kilometers north of Baguio City (see Figure 1).

Benguet State University is an academic school in the Cordillera which is mandated

to do instruction, research, extension and production.

BSU College of Agriculture was chosen as particular study area because they offer

Development Communication, a course that educates students to disseminate information

to grassroots and teach ethics of journalism.

The study was conducted from November 2012 to January 2013.

Respondents of the Study

Thirty respondents were selected randomly from the two sections of second year

students taking up Development Communication in Benguet State University in the School

Year 2012 to 2013. The main criteria in the selection were those who would continue their

course until they graduate and who had plans to work in the field of development

communication. Three instructors of Department of DevCom and the

Department Chairman were also included as Key Informants.

18 <u>Data Collection</u>

The data on the process of writing academic requirements, the level of awareness on plagiarism, reasons of plagiarizing, specific academic requirement and the sources of

Figure 1. Location map of the Study

information were gathered through floating survey questionnaires to students. The data on the methods of instructor in detecting plagiarism were gathered through interview schedule with the Key Informants and their recommendations on how the respondents could lessen plagiarism. Further, questions were asked from the respondents to verify the facts, data and answers generated from the survey questionnaires.

The data gathered were the respondents' process in making their academic requirements, their level or awareness on the definition of plagiarism, the respondents' reasons in committing plagiarism and the academic requirements where they most plagiarized. Further, the sources of information used for plagiarism by the respondents and methods of the instructors on how they identify plagiarized articles were also gathered.

In addition, the recommendations of the respondents on how to lessen plagiarism were gathered.

Data Analysis

The data collected was consolidated, tabulated and analyzed using descriptive frequency and percentage.

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RESULTS AND DISCUSSION

How Students Make Articles

*Background in writing articles.*All (100%) of the respondents had background in writing articles and reaction papers before taking up DevComsince it has been part of the requirements of their subjects in primary and secondary education.

Table 1 shows that more than half (63.33%) of the respondents experienced difficulty in making articles and reaction papers. On the other hand, 36.67% of them said that writing articles and reaction papers was easy.One respondent said that this is if the

writer has knowledge on the topic. Another respondentalso said that writing is a passion andthat writing should be done with a purpose.

*Steps in making articles.*The following steps in writing their articles or reaction papers were identified by the respondents: (1) data gathering; (2) writing the first draft; (3) checking and editing of the articles; (4) writing the final draft; (5) identifying a topic;

Table 1.Respondents' background in writing

RESPONDENTS (N=30)

CHARACTESRISTICS	FREQUENCY	PERCENTAGE (%)
Have been writing articles and reaction papers		
Yes	30	100
Has difficulty in writing an article or reaction paper		
Yes	19	63.33
No	11	36.67

(6) researching on the topic or background knowledge; (7) conceptualizing/ angling/ synthesizing and answering the 5Ws and 1H; (8) knowing the audience; (9) making the second draft; (10) making an outline; and, (11) making a lead.

Table 2 shows that in writing an article majority(76.67%) of the respondentsgather information. They do this through research and interviews. Moreover, 63.33% of the respondents say that they make the first draft of their article or reaction paper. Also, 46.67% of the respondents check and edit their works and 33.33% of the respondents finalize their drafts for submission. Only 20% of the respondents are doing

background readings and research on their topic. Moreover, 16.67% of the respondents conceptualize synthesized information and think of a better angle of the article. Only tworespondents consider their audience in writing articles and reaction papers; while, another two think of the title and make second draft.

It is noteworthy that only one student makes an outline in writing articles or reaction paper. This is despite the importance of making an outline as stated bythe American University Academic Support Center (2009). This was also taught and emphasized in DEVC 20 (Introduction to Development Journalism) subject as part of the techniques for effective writing.

*Steps in writing that the respondents had difficulties with.*The respondents were asked to identify the steps which find difficult when they write articles and reaction papers. These are as follows: (1) checking and editing of articles; (2) identifying a topic; (3) making the first draft; (4) data gathering like interviews and research; (5) conceptualizing/ synthesizing and angling; (6) making a lead; (7) writing final draft; (8) researching on background knowledge on the topic and; (9) thinking of a title.

Table 2.Respondents' steps inwriting articles

IDENTIFIED STEPS IN WRITING ARTICLES	RESPONDENTS (N=30)	
	FREQUENCY *	PERCENTAGE (%)
Data gathering / interview/research	23	76.67
First draft	19	63.33
Checking/Editing	14	46.67
Final draft	10	33.33
Identify your topic	8	26.67
Research on the topic/ background knowledge	6	20
Conceptualize/ synthesis/ 5w 1h/angling	5	16.67
Think of title	2	6.67
Know your audience	2	6.67
Second draft	2	6.67
Write your outline	1	3.33

* Multiple Responses

Table 3 shows that twenty three percent (23.33%) of the respondents encounter difficulty in checking and editing their articles and reaction papers while (20%) of the respondents were being hard up in making their first draft. On the other hand, onlyfive of them find difficulty in data gathering. One found it difficult to derive title, lead, and to makethe final draft. Another found it difficult to consider audience and conducta

background study. It is noted that the respondents found difficulties during the course of writing even though they often follow them.

*Information gathering of the respondents.*Table 4 shows that when the respondents gather information from the internet and printed materials, more than half (66.67%) of the respondents just copy and paste a whole paragraph and present it as their own. Three of the respondents copy a whole paragraph or the article and just change words in between while only two of the respondents read articles and write an article out of what they had understood and cite their sources as well. Moreover, only one of the respondents' copies and pastes segments from different articles and arranges them to make an article.

Table 3.Steps that the respondents had difficulties

IDENTIFIED STEPS THAT ARE DIFFICULT	RESPONDENTS (N=30)	
	FREQUENCY*	PERCENTAGE (%)
Checking/Editing	7	23.33
First draft	6	20
Data gathering like interview/research	5	16.67
Conceptualize/ synthesis/ 5w 1 h/ angling	2	6.67
Making a lead	2	6.67
Final draft	2	6.67
Think of a title	1	3.33
Know your audience	1	3.33
Research on the topic/ background knowledge	1	3.33

*Multiple responses
Table 4.Information gathering of the respondents

METHODS OF GATHERINGINFORMATION FROM THE INTERNET AND PRINTED MATERIALS	RESPONDENTS (n=30)	
	FREQUENCY	PERCENTAGE (%)
Copying and pasting a whole paragraph	20	66.67
Did not answer	4	13.33
Copying a whole paragraph or article and then changing some of the words or statement in between	3	10
Reading the articles and write an article and citing the sources	2	6.67
Copying segments from different paragraphs of different articles and then pasting and arranging them to make one article	1	3.33

It is not worthy that only two respondents make original articles from what they have read and the rest make articles by copying and pasting from the internet and printed materials. This is complementary to Minkel (2010) in his post that the issue today is that there isa large number of college students who badly lift whole passages for their term papers from other sources without citing.

Plagiarism Awareness Level

*Awareness of the word Plagiarism.*Table 5 shows that great majority (93.33%) of the respondents knows the word plagiarism and only two of the respondents have not heard of the word plagiarism. With this, the three Key Informants who are instructors of

DevComsaid that they tell their students what plagiarism is and its consequences. Instructor C added that she still reminds her students on plagiarism at the earlier parts of her lesson.

*Respondents' citing sources.*Quotation involves using the exact words, phrases and sentences or the repeating of authors' work word for word, setting them off with quotation marks, and clearly referring where the information was taken from as defined by University of Bedfordshire Learning Resources.

Further, citation is the use of ideas from a book, journal or article and the need to acknowledge the author in your work as defined by Imperial College London. Table 6 shows that most (86.67%) of the respondents quote their sources when making articles. Two of the respondents have pointed out that their instructors require them to cite their sources so as not to be charged with plagiarism. One respondent said that it is not just the right thing to do but because he feels the need to acknowledge also the writer of the original article. One respondent mentioned that citing sources gives validity to the article and it catches human interest. Another said that as DevCom students, they should not plagiarize. Further, one respondent said that it is giving the readers a privilege to look for the original writer if they want to look for it. On the other hand, three of the respondents sometimes do not quote their sources because they often forget to do it especially when they are rushing to finish their article.

Two respondents further explained that not it was until they enrolled in DevCom that they had learned of citing sources. Moreover, one respondent said that she cites depending on the popularity of the writer of the article where she got the information.

Table 5. Awareness of the word Plagiarism

AWARENESS OF THE WORD PLAGIARISM	RESPONDENTS (N=30)	
	FREQUENCY	PERCENTAGE (%)
Aware	28	93.33
Not aware	2	6.67

Table 6. Respondents' citation of source s

THE NEED TO QUOTE OR CITE SOURCES	RESPONDENTS (n=30)	
	FREQUENCY	PERCENTAGE (%)
Quoting or citing sources	26	86.67
Quoting and citing only sometimes	3	10
Do not quote and cite	1	3.33

The same respondent said thatsince she was not used to citing the sources until she enrolledin DevCom, she sometimes forget to do so.

Meanwhile, majority (86.67%) of the respondents know that citation is important and that plagiarism is a crime. However, two of the respondentswould only cite if their instructor requiredthem to do so even if they are aware that there is a need to cite sources.

Paraphrasing and making usingdirect quotation. The students were asked to paraphrase and make a direct quotation from an article given to them by the researcher (See Appendix A no. 9). Table 7 shows that only 26.66 % of the respondents know how to paraphrase but they do not cite the source of information. There were 33.33% of the respondents who did not know how to paraphrase. Instead, they just copied and pasted the same words and sentences without putting citations.

Nearly half (43.33%) of the respondents did not paraphrase and did not quote the information directly, saying that they find it difficult to paraphrase and make a direct quotations.

*Identifying a plagiarized article.*The students were asked to identify if the paragraph presented to them was plagiarized or not (See Appendix A No. 10). Table 8 shows that in identifying whether an article was plagiarized or not, most (66.67%) of the respondents was able to point out if the paragraph is plagiarized or not. On the other hand, 26.67% of the respondents were not able to correctly identify that the paragraph was plagiarized. The paragraph presented was plagiarized because it lacked citations and the words and sentences were just rearranged.

Table 7.Paraphrasing and making direct quotation

RESPONDENTS(N=30)

	FREQUENCY	PERCENTAGE (%)
Case 1		
Did not answer	1756.67	
Paraphrased	8	26.66
Made direct quotation	5	23.33

Table 8. Identifying plagiarized articles

CASE 2	RESPONDENTS (N=30) PLAGIARIZED OR NOT	
FREQUENCY	PERCENTAGE (%)	
Aware	17	66.67
Not Aware	8	26.67
Did not answer	5	16.67

Respondents' Awareness on Plagiarism

This study proves that majority (93.33%) of the respondents are aware or have heard of the word plagiarism.

Table 9 shows the awareness of the respondents on plagiarism. Case analysis answerable by yes or no was given to test their awareness on plagiarism. The cases were divided into four categories as follows: submitting someone else's work, direct copying from original sources or cut and paste, the use of common knowledge, and citing source/s of used materials.

Contrary to the findings revealed in the Journal of Ramzen*et al.* (2012) that there was a low level of awareness about plagiarism and university plagiarism policies and processes amongst the students. The same study revealed that many of the respondents did not understand what plagiarism is.

Submitting some else's work or whole paper plagiarism. The first case presented was when a student copied her classmate's assignment word by word then cited her

classmate. Based on the results, great majority of the respondents (97.67%) correctly identified that the case presented is considered plagiarism.Section B of the Code of

Behavior on academic matter of University of Toronto states that all work submitted should be done by the student even in laboratory work partner unless specified by the instructor. Only one of the respondents answered that it is not plagiarism, but identified it only as cheating.

*Direct copying from original sources or cut and paste.*Majority of the respondents (90%) were aware that copying directly from original sources or the cutting and pasting without processing the information and citing is plagiarism. Only three of the respondents were not aware that this is a plagiarism case.One respondentsaid that she only uses it as references and two of the respondents said that they had used many references so it is no longer needed to cite sources.

Citing source/s of used material/s. Cases three and five were considered citing source/s of used material/s. Case three is copying unpublished theses without citing the original researchers even if it was acknowledged in the defense. Case five is downloading power point and using it to class lecture without citing the sources of information. From the result, nearly half (73.33%) of the respondents were aware that case number three is plagiarism. Only eight (26.67%) of the respondents were not aware. When a researcher compiled unpublished theses and made his thesis out of it, the need to cite the sources is still a must regardless of whether it is published or not.Moreover, only twelve of the respondents were aware that case five which is copying information from the internet and presenting it in a lecture without citing the source is plagiarism.

*Use of common knowledge.*Case number four was considered use of common knowledge. Majority (80%) of the respondents were aware that the useof common

knowledge without citing is not plagiarism.The Library Research Tips of NAIT (2009) stated that facts known by a large number of people are said to be common knowledge and if something is common knowledge, citing is generally unnecessary. Only16%of the respondents were not aware that the use of common knowledge is not plagiarism. The result implies that majority of them were aware of the use of common knowledge and only few were not aware.

Thus, most of the respondents were aware of the different forms of plagiarism. The use of downloaded information for class lecture and the use of unpublished theses without citing the sources were the cases that respondents were not aware of. Further, some were not aware that there is no need to cite the source if it is a common knowledge.

Table 9. Respondents' awareness on plagiarism

CASE	AWARE NUMBER =30	PERCENTAGE (%)	NOT AWARE NUMBER =30	PERCENTAGE (%)
Submitting some else's work or whole paper plagiarism	29	96.67	1	3.33
Direct copying from original sources or cut and paste	27	90	3	10
Citing source/s of used material/s				

A	22	73.33	8	26.67
B	12	40	17	56.67
Use of common knowledge	24	80	5	16.67

Respondents' Reasons for Committing Plagiarism

Ease of the use of internet for copying and pasting. The vast accessibility of internet makes gathering of any information needed easy. Table 10 shows that 46.67% of the respondents need to get ideas from the internet for additional and broader or wider context of ideas for their articles or reaction papers.

Also, 23.33% of the respondents need ideas from the internet to learn better ideas and get supporting details for their articles or reaction papers. Further, 16.67% of the respondents need the internet for validity, credibility and accuracy of information and to have reliable sources and factual information. Only one of the respondents needs the internet for correct grammar.

Thus, internet is the very option of the students to get information due to its availability and accessibility.This is supported byMinkel (2010) that the battle is between the Digital age- between unverifiable, unattributed information sitting around online and the general ease with which young people obtain, alter, and share creative content on the Internet. Because of this, students cannot seem to figure out that cheating on a paper is wrong and a number of students cannot even tell that they are cheating or committing plagiarism.

Table 10. Reasons for copying information from the internet and printed materials

| | RESPONDENTS (N=30) | |
REASONS FREQUENCY *	PERCENTAGE (%)	
For more/ additional information and broader, wider context of ideas.	14	46.67
Also to learn a better idea and to get supporting ideas / details	7	23.33
For validity, credibility and accuracy of the article or reaction paper	5	16.67
To have more reliable sources and factual information	5	16.67
Correct grammar	1	3.33

*Multiple Responses

Respondents' attitude towards writing articles. Table 11 shows that half (50%) of the respondents rush in making their articles due to lack of time and meeting other subjects' requirements. Some stated that they find their work better when rushing; others are more satisfied with their work when it was rushed and they believe that they think better when rushing. Only 23.33% of the respondents do not rush in making articles and reaction papers because they care about their grades, and when they rush they know that result is not good and substantial. One of the respondents said that as students they are obliged to do things on time. There are 20% of the respondents who sometimes rush because they lack time management. With this, it can be deduced that most of the respondents rush in making articles even instructors give enough time (see Table 11).

This complements the study of Batane (2010) that 75% of the respondents tend to plagiarize because of other assignments from other subjects.

*Required time for writing articles.*Table 12 shows that 90% of the respondents say that instructors give enough time for them to make their requirements which is contradictory to the study of Bamford and Serguio (2005) that the main reason for students to plagiarize is due to lack of time or time pressure. Only 7% of the respondents say that instructors do not give enough time for them to make their requirements.

Table 11. Respondents' attitude towards writing articles

	RESPONDENTS (N=30)	
WRITING RUSHED FREQUENCY ARTICLES	PERCENTAGE (%)	
Who rushed	15	50
Who do not rushed	7	23.33
Sometimes rushed	6	20
Did not answer	2	6.67

Table 12. Required time given by instructors

	RESPONDENTS (N=30)	
ENOUGH TIME WAS GIVEN	FREQUENCY	PERCENTAGE (%)
Given enough time	27	90
Not given enough time	2	6.67
Did not answer	1	3.33

Thus, there should be no reason for the students to rush but they still do despite the given time for them to make it. Instructors A and B also mentioned that students were given at least one week which is long enough to accomplish their requirement.

*Respondents' length of time in making articles.*Table 13 shows that most (43.33%) of the respondents can make articles in a matter of days and 36.67% of them can make articles in hours while only three of the respondents take a week or weeks in writing.

Most of the respondents took only days for them to make articles yet half of them still rush despite enough time given to them to write their articles.

*Respondents' availability of resources.*Table 14 shows that most (66.67%) of the respondents have resources for their requirements like internet, books and other printed materials. Thus, there is no reason for the respondents to rush because they have available resources and it is rare that they lack sources depending on the topic.

*Respondents' information sources.*Table 15 shows that due to rampant technology like the internet, using the web is the most (93.33%) used source of information by the respondents in making articles and reaction papers. The second most common (90%) used sources are interviews, newspapers and television followed by a (86%) combination of the sources. Using books is the least (83.33%) source of information being used by the respondents. The internet is the most used sources of information due to its availability and the online jobs that's makes writing articles and reaction papers easy. This is complementary to Terry's (2007) statement that companies selling assignments to students are a challenge to universities on the students' plagiarism.

However, in the study of Gulian (2009), there are only 61% or more than half of the respondents who used internet and television as source of information while most (81%) used books. Thus, presently with the wide availability of internet, easy access to information, the students widely use the internet this is complementary to the article of Howard and Davies (2009) that with large information and answers from the internet, many observed that internet itself is the culprit for students' plagiarism.

Table 13.Respondents' length of time in making articles

SPAN OF TIME IN MAKING ARTICLES	RESPONDENTS (N=30)	
	FREQUENCY	PERCENTAGE (%)
Days	13	43.33
Hours	11	36.67
A week or weeks Did not answer	3	10
	3	10

Table 14 . Availability of sources

AVAILABILITY OF RESOURCES	RESPONDENTS (N=30)	
	FREQUENCY	PERC ENTAGE (%)
Have resources	20	66.67
Sometimes have resources	3	10
It depends	2	6.67
Did not answer	4	13.33
No resources	1	3.33

Table 15. Respondents' Information Sources

SOURCES OF INFORMATION	FREQUENCY* N=30	PERCENTAGE (%)
Internet	28	93.33
Interviews	27	90
Television	27	90
Newspaper	27	90
Combination	26	86.67
Books	25	83.33
All	23	76.67

*Multiple Responses

DevCom subjects that the respondents have difficulty with. Table 16 shows that

40 % of the respondents are being hard up in making articles and reaction papers for their

DEVC 20 subject. This is followed by DEVC 50 and DEVC 40 with four respondents and

three respondents, respectively.

It was observed that the respondents found difficulty in making articles or reaction

papers in the DEVC 20 subject because it has much more writing and research activities

and two are being hard up with DEVC 30 subject because they are only required to lay-out

Information Education Communication (IEC0 materials but not much on writing.

Table 16.DevCom subjects therespondents found difficult inwriting article or reaction paper

SUBJECTS	NUMBER (30)	PERCENTAGE (100 %)
DEVC 20	12	40
DEVC 40	4	13.33
DEVC 50	4	13.33
All	3	10
DEVC 30	2	6.67
DEVC 20 and 30	2	6.67
DEVC 20 and 40	1	3.33
DEVC 20 and 50	1	3.33
Did not answer	1	3.33

*Multiple Responses

Methods used by DEVCOM teachers
to IdentifyPlagiarize Articles or Reaction Papers

*DevCom teachers' profile.*Three instructors were taken from the Department of

Development Communication as Key Informants of the study.All the instructors were

Instructor*I*and have been teaching for two years and above and have been teaching almost

all of the DevCom subjects. Instructor A has been teaching DevC 11, DevC 70, DevC

141, DevC 20, DevC 30 and DevC 40. Instructor B has been teaching DevC 143, DevC

30, 40 and 50, STS 11, DevC 150, DevC 11, DevC 130 and 131, DevC 141 and DevC 120

while Instructor C has been teaching almost all the DevCom subjects except someDevJourn

subjects, EdCom subjects and SciCom subjects.

How plagiarized articles and reaction papers are checked. In checking students' requirements, especially articles and reaction papers,InstructorAcheckedfirst if the student puts the questions to be answered on the paper before reading the article. InstructorA uses a certain criteria or rubric in checking her students' requirements, therefore she checks if the main points/answers are present, including correct spelling and grammar construction. Moreover, instructor A checks also if the student follows the DDC form and style and also gives points for citing/ writing sources or references.On the other hand, Instructor B stated that if the article is almost "perfect",she copies a phrase from the article and verifies it on the internet if it is copied from an article on the internet.

InstructorB makes a note on a small paper for the student.

All the three Instructors (A, B and C) give warning and talk to the student personally.Further, InstructorAstated that most students do not cite their sources. Some just copy and paste information without processing it and some use the informationout of context like giving examples that do not match the required topic. Furthermore, instructors A and B found it hard to check the articles because it is as if the student's credibility and honesty is put into question.

Moreover, the instructors find it more difficult to identify information copied from printed materials compared to information copied from the internet.In addition, among the various sources,the internet is the most used source of information by the students followed by books then media materials like newspapers and television. The least used source is interviews.

Furthermore,Instructor A said that articles for DEVC 20 and 50 are the most plagiarized because these require much writing activities. Instructor C said that aside from

DEVC 20 or the journalism subjects, even DEVC 11, DEVC 197 and theses are being plagiarized.

How plagiarized articles are verified. The Key Informantssaid that they know the writing performance of their students so that by reading the students' requirement, they can assess whether it is plagiarized or not. When the article is almost "perfect",without grammatical errors and if the instructor is doubtful, she copies the phrase and checks it on the internet to see if it is plagiarized or not. The instructors also consult with each other regarding the writing abilities of the student in question and then decide whether the student should be called for verification.

In addition, plagiarized articles are given deductions or no point. Instructors give warning to students who are caught plagiarizing.However, if the content of the article is highly plagiarized, the student is required to write another.

Because plagiarism can't be avoided especially for the first years,the instructors said that orientation should be given on the very first day of classes to explain what plagiarism is and its consequences.

The instructors further said that students plagiarize because articles or assignments are not fully or strictly being checked. In addition, students who plagiarize the first time are not reprimanded which is complementary to Checker's (2010) statement that many teachers, who find it very tough to go through each word of student's academic requirements and then giving them the grade accordingly just check out the views of the students. In addition, Checker (2010) said that once students get the success in cheating

the teachers, they begin losing the interest of making their own ideas and start developing the habit of plagiarism.

Instructor C mentioned that some students lack the humility to accept that they get information from other authors. She also mentioned that respondents are not confident enough to make their own work which is complimentary to what Sallegue (2011) stated in her article that some students think that works of others are better than theirs.

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The study was conducted to know the awareness and practice of second year Development Communication students regarding plagiarism. Specifically, the study identified how the respondents make their academic requirements, their level of awareness on the definition of plagiarism, their reasons for committing plagiarism, which DevCom subject requirement they plagiarize most and to identify their sources of information. Moreover, the study determined the methods of instructors in identifying plagiarized articles and to enumerate suggested measures to discipline those who commit plagiarism.

A survey questionnaire was used to gather data from 30 respondents together with interview schedules with three instructors of DevCom. Data gathered was analyzed and interpreted using descriptive frequencies and percentages.

All of the 30 respondents were second year Development Communication students regardless of the major field. All of the respondents had been writing articles even before taking DevCom but 63% of them finds it difficult to make an article or reaction paper. The respondents do not have the same scheme in writing their articles.

Making the first draft and checking and editing their articles were identified as the most difficult steps in writing articles. Moreover, respondents rushed in writing their academic requirements despite ample time given by the instructors.

Majority (93.33%) of the respondents are aware of the word plagiarism. More than half (66.67%) of the respondents can identify whether an article is plagiarized or not. 42

Furthermore, most of the respondents were much aware of the different types of plagiarism and five of them also were not aware that there is no need to cite if it is a common knowledge.

Moreover, respondents quote their sources because it is required by the instructors and because they know that plagiarism is a crime. There were some of the respondents who do not paraphrase because they find it hard to do so.

Due to wide access and availability of information from the internet, it is the most used source of the respondents for ideas while books as the least used. On the other hand, the use of internet also is the instructors' basic tool in identifying whether an article or reaction paper is plagiarized or not aside from knowing the students capability in writing. Further, instructors give a lot time for their students to write their academic requirement and always remind them of plagiarism.

Conclusions

1.   Second year Development Communication students find it difficult to write theiracademic requirements despite knowing the steps in writing. Moreover, even if they were aware of the word plagiarism, most of them copy and paste information from the internet being the most accessible and available source of information;

2.   The students rush in writing their academic requirements despite the ample time given to them by their instructors; and,

3.   DevComInstructors have a system in identifying whether an article of their student is plagiarized or not however, no specific computer program is used to rigidly check on cases of plagiarism.

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Recommendations

1.   Since the chances for students to plagiarize is higher if the article is assigned as take homewhere internet is highly accessible, it is recommended that requirements be written inside the classroom during laboratory time.

2.   Students should internalize the ethical and legal considerations of plagiarism so that they will avoid committing it.

3.   Instructors should continue motivating the students to write their own article andbe strict with the implementation of deadlines of the academic requirements.

4.   It is recommended that there be an institutionalization of the rules andregulations by the Department of DevComon plagiarism.

5.   The Department of DevCom may adopt a standard mechanism for checking on plagiarism.

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